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AUTHOR Bjorling, Nanci; Newman, H. L., Jr.
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ABSTRACT

Designed to assist postsecondary area vocational-technical schools in developing internship programs, this manual provides basic explanations and steps to help understand the objectives of the Athens Tech internship program and how these objectives are met. An introduction contains a definition; purpose; explanation of benefits to student, school, and businesses and industry; and an overview of the guide. The section, The Internship Term, discusses when the internship occurs and why. Supervision of the Internship Program lists the qualifications desirable for and materials needed by the individual who coordinates the program. Internship Prerequisites explains requirements students must complete before beginning internship. Discussion of training sites focuses on finding sites, approval, and employer cooperation. A section on student responsibilities explains written material and assignments for which students are responsible. These problems are then discussed: problem students, problem training sites, family businesses, financial aid to students. The section on evaluation reviews the importance of critiquing program elements. Appendixes, amounting to approximately two-thirds of the manual, contain sample forms used and the final report of the project to develop this manual. (YLB)

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INTERNSHIPS

AUTHORS

NANCI BJORLING, INTERNSHIP SPECIALIST

M. L. NEWMAN, JR., INTERNSHIP SPECIALIST

PROJECT DIRECTOR

KENNETH C. EASOM, ASSOCIATE DIRECTOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ATHENS, GEORGIA
ROBERT G. SHELNUTT, DIRECTOR

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Terry Shank Director
Gail Wallace, Coordinator
Cooperative Education
Pitt Technical Institute
Greenville, NC 27834

Edward J. Kelly, Sr.
Co-op Director
Wayne Community College
Goldsboro, NC 27530

Lucile Reed, Coordinator
Brantley Briley, Coordinator
Cooperative Education Department
Lenoir Community College
Kinston, NC 28501

R. K. Richardson, Coordinator
Cooperative Education Department
Manatee Junior College
Bradenton, FL 33507

Consultant

Paul R. Cultrera
Director
Cooperative Education and Placement Service
Manatee Junior College
Bradenton, Florida 33507

READERS

Dr. Paul Scott, Associate Professor
Vocational Curriculum
Materials Center
University of Georgia
Athens, Georgia 30602

Dr. Harmon Fowler, Chairman
Division of Vocational and
Career Development
Georgia State University
Atlanta, GA 30303

Kenneth H. Jarrett, Coordinator
Business Systems and
Services Division
Athens Area Vocational-
Technical School
Athens, Georgia 30610

James R. Hewitt, Coordinator
Trade and Technical Division
Athens Area Vocational-
Technical School
Athens, Georgia 30610

Judy H. Hulsey, Coordinator
Health and Sciences Division
Athens Area Vocational-
Technical School
Athens, Georgia 30610

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INTRODUCTION

This manual was written to assist post-secondary area vocational-technical schools in developing programs for their curriculums. It will include basic explanations and steps to help the reader understand the objectives of the Athens Tech internship program and how these objectives are met. The following written material is only a guide--each school should modify it to meet their individual objectives and needs..

DEFINITION

An internship is an organized and planned experience in a business, institution, or agency for the purpose of extending training to a student in the career in which the student was trained. This training is coordinated in a joint effort between a school representative and an employer.

There are a variety of programs in existence in the secondary and post-secondary institutions which have similar objectives and are familiar to a number of employers and school administrators. These programs include: apprenticeships, co-op, field study, work experience, practicums, experiential education, on-the-job-training, and WECEP (Work Experience and Career Exploration Program).

PURPOSE

The purpose of an internship is to provide a program that will allow students enrolled in post-secondary state and area vocational-technical schools to have industrial and/or business experience which would not be available in an educational environment, and in so doing would facilitate the transition from school to work.

With technological advances in todays rapidly changing world, it is extremely important for the vocational-technical school to stay abreast of the needs of business and industry. This can best be accomplished by a channel of communication between business and industrial management and school personnel. With communication, the business community is exposed to what the vocational-technical school has to offer and can provide feedback as to the skills they need to employ and the amount of labor they will require in the future.

CONTRIBUTIONS/BENEFITS

To Industry

Athens Tech has established a network of communication through its internship program. By participating in the program, employers have the opportunity to train and observe students who may be potential employees. For the employer the internship is a cost-effective training program. In the Athens Tech model, many students who have completed internships have been offered permanent employment at their placement site. As employers become more aware of what the vocational-technical school has to offer, they tend to look for more potential employees from the school. This has a substantial impact on job placement statistics. Furthermore, after becoming familiar with the various curriculums, some employers have encouraged their employees to attend classes to upgrade present skills or acquire new ones.

To Students

For the students, there are many benefits from participating in an internship program. Identified below are sample objectives which aid in the transfer from school to work. The student will be able:

- to apply the skills they have learned
- to identify their strengths and weaknesses
- to develop a better understanding of their chosen field
- to test their values and personal goals
- to receive guidance for job adjustment and success
- to receive appropriate work experience before applying for a job.

To the School

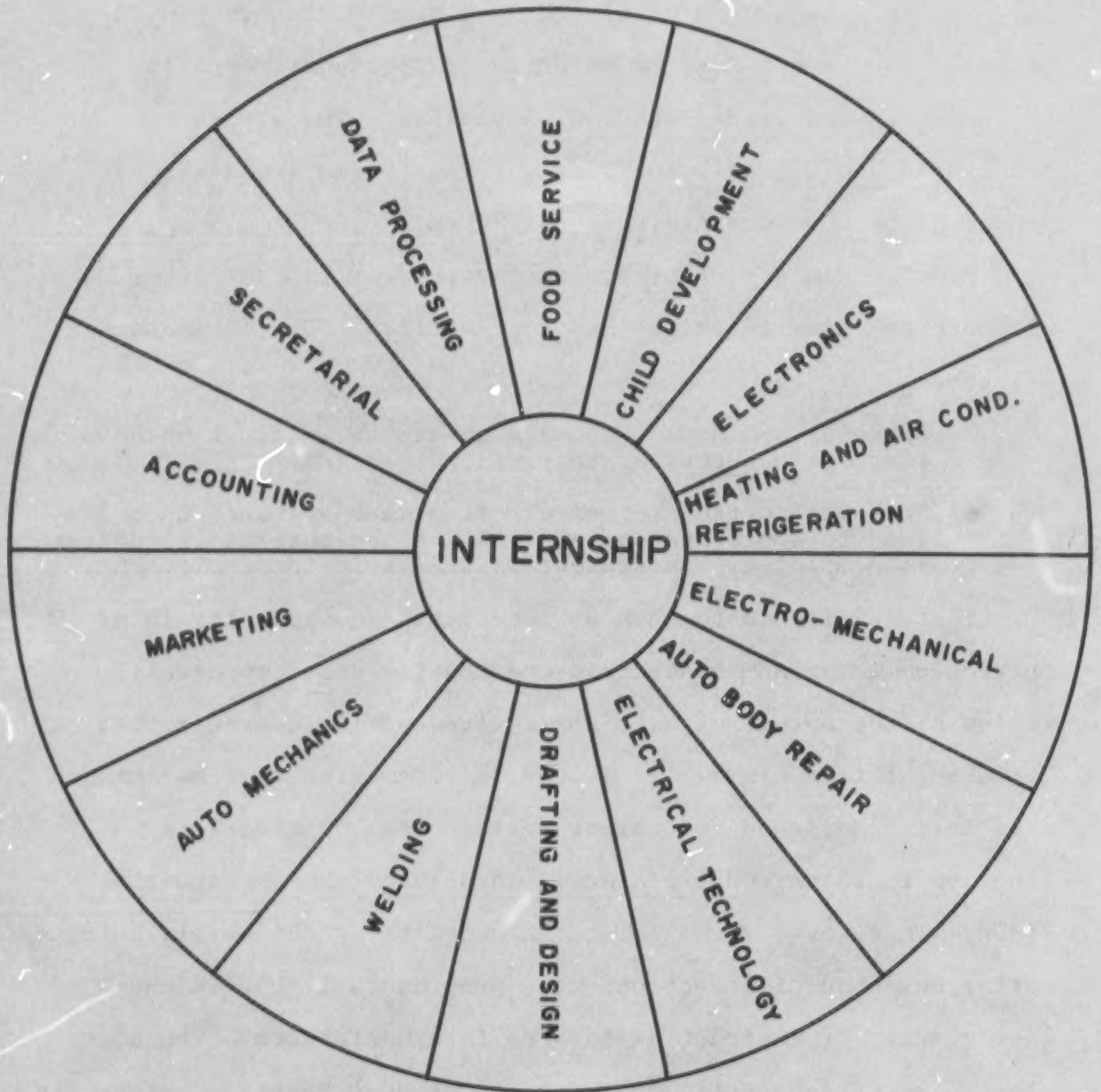
The school reaps substantial rewards in many areas because of the internship program. Communication between the school and industry is enhanced which leads to improvement and growth. For example, with a communication network, the school curriculum can be kept up-to-date and more responsive to the changing technological and sociological environment. Business and industrial support, coupled with good public relations, provide rewards in areas such as job placement, recruitment, day and evening course offerings, reference professionals in the field, improved instruction, updated equipment and community and political support.

Manual Overview

This manual is subdivided into several sections. The sections are:

- Introduction--contains a definition, purpose, explanation of the benefits to the student, to the school and to businesses and industry, and an overview of the guide sections.
- The Internship Term--discusses when the internship occurs and why.
- Supervision of the Internship Program--lists the qualifications and materials desirable for the individual who coordinates the program.
- Internship Prerequisites--explains the requirements that the students must complete before beginning the internship.
- Training Sites--discusses how they are found, site approval, employer cooperation, and special needs statement.
- Student Responsibilities--explains the written material and assignments for which students are responsible.
- Unique Situations--discusses problem students, problem training sites, family businesses and financial aid to students.
- Evaluation--reviews the importance of critiquing elements of the program.
- Summary and Conclusion--recaps the major consideration of having an internship program and the benefits derived.
- Appendices--contain samples of forms used in the model.
- Final Report--includes grant information, methodology, consultant's report, readers letters and objectives.

DEPARTMENTS WITH INTERNSHIPS



The Internship Term

In the Athens Tech model, the one-quarter internship is a diploma requirement for the majority of the departments in the Business and Trade/Technical Divisions. The students receive academic credit for accomplishments and are assigned grades after the internship is completed.

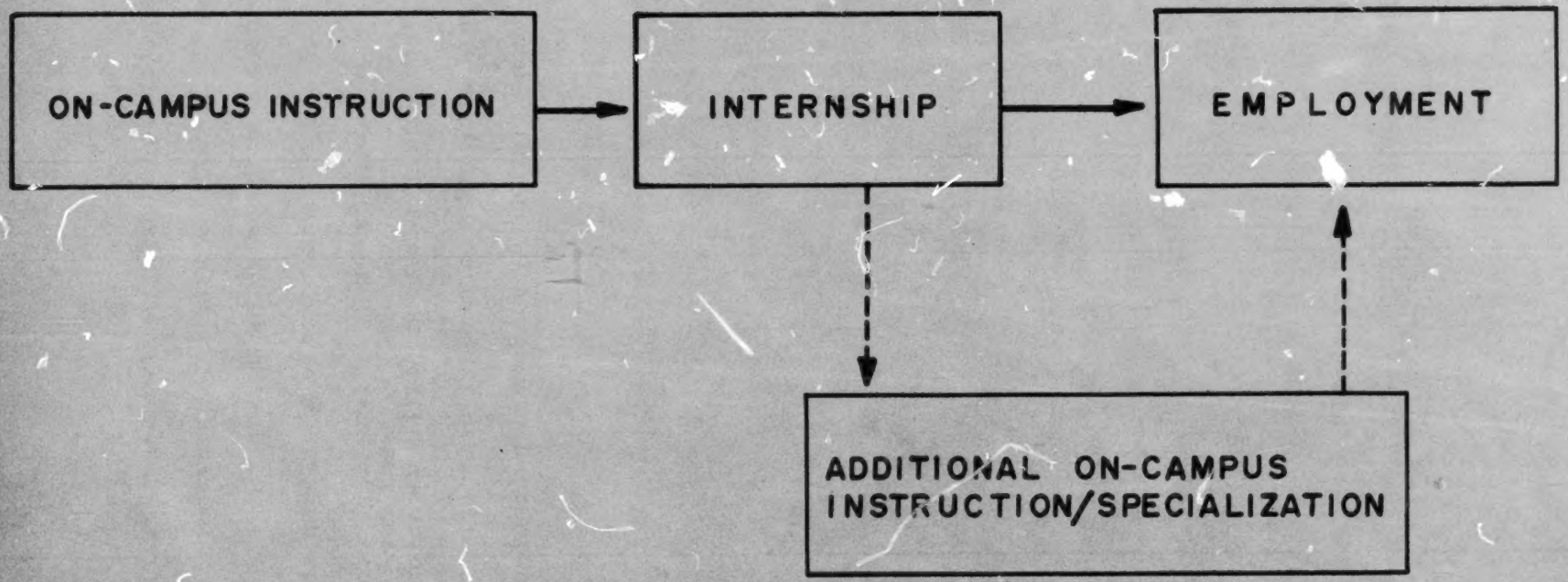
Most students participate in internships in the last quarter of the curriculum in which they are enrolled. The last quarter was chosen for these reasons:

- Students who have completed on-campus instruction have the skills necessary to perform in a training site.
- Students on training sites often make contacts that lead to employment offers. After the internship quarter is completed, the student is available for employment.

The decision as to when an internship should occur in a curriculum is an administrative one that is based on careful review of the nature of each curriculum and its course content. In making this decision, it should be remembered that an internship is not designed for career decision exploration--its function is to extend training in an already chosen career field. Therefore, to maximize the benefits of the skills obtained during on-campus instruction, most programs will choose the last quarter of instruction for the internship term. The more classroom and laboratory training the student receives before the internship, the more hands-on, practical experience the student will be able to encounter during the internship quarter.

There are a few curriculums that have students participate in an internship before their final quarter. For example, Auto Mechanics has students on internships during the third quarter. During that time the students decide what area they would like to specialize in (i.e. tune-ups, alignments, transmissions). Afterwards, the students return to the vocational-technical school for one additional quarter of instruction to gain expertise in their chosen area. Auto Body Repair also utilizes this method.

CURRICULUM SEQUENCE



Supervision of the Internship Program

For this model, the school is utilizing two positions for the supervision of internship students. One person supervises students in the Business Division and the other person supervises students in the Trade and Technical Division.

The positions are funded as instructor positions and the appropriate teacher certification is required. The following qualifications are also desirable for the individual who is employed to manage the internship program:

- Knowledge of the goals of vocational education
- Knowledge of the school's individual programs
- Experience with adult students
- Experience in business/industry
- Interest in public relations
- Interest in traveling, meeting people and speaking to interested groups of employers
- Ability to counsel students with educational, social, occupational, and personal problems
- Ability to organize paperwork--evaluations and record-keeping

The title of the individual who is responsible for the internship program will depend upon how the position is funded and the preference of the school's administration. In this model, the title "Internship Specialist" was chosen.

There are certain items that the Internship Specialist will need in order to perform his/her job. The recommended items are:

1. Budget: for supplies and travel reimbursement

2. Car: for job-site visitations

3. Camera: for internship bulletin board and newspaper publicity

4. Office and phone

5. Clerical help

Supervising students on internships has proven to be a full-time job. In order for the internship program to be successful, the Internship Specialists must be available at all times for student conferences, meetings with employers, researching potential training sites and visiting established sites. There are a variety of additional duties which include:

- conducting tours for employers to view the school's facilities
- giving student seminars on resume writing and job interviewing
- speaking to classes about job opportunities in the local community
- meeting with the individual departments' advisory boards
- helping with the school's Career Day and Open House and assisting in public relations efforts (i.e. writing articles for the school newsletter or local community newspaper, participation with exhibits, banquets, etc.)
- speaking to interested local and community groups
- membership and participation in professional organizations

Anyone who supervises the internship program will find it a very challenging, time-consuming effort. The Internship Specialist becomes involved in various activities which directly or indirectly improve the program's exposure and effectiveness. A sample job description is included in this section; however, it is extremely basic as a detailed one would probably fill several pages.

SAMPLE JOB DESCRIPTION

I. Title

Internship Specialist

II. Nature of Work

This person will be immediately responsible to the coordinator of the division to which he/she is assigned for developing and implementing and/or supervising student internship programs for the departments in the division.

III. Major Responsibilities and Duties

A. Be familiar with existing curriculums in the assigned programs.

B. Locate and approve, with assistance from departmental instructors, sites where students may receive adequately supervised on-the-job experience.

C. Keep up-to-date and comply with labor regulations/ laws which apply to student learners in job-sites.

D. Develop and implement an orientation process through which prospective internship students are oriented to the program and guided through prerequisites.

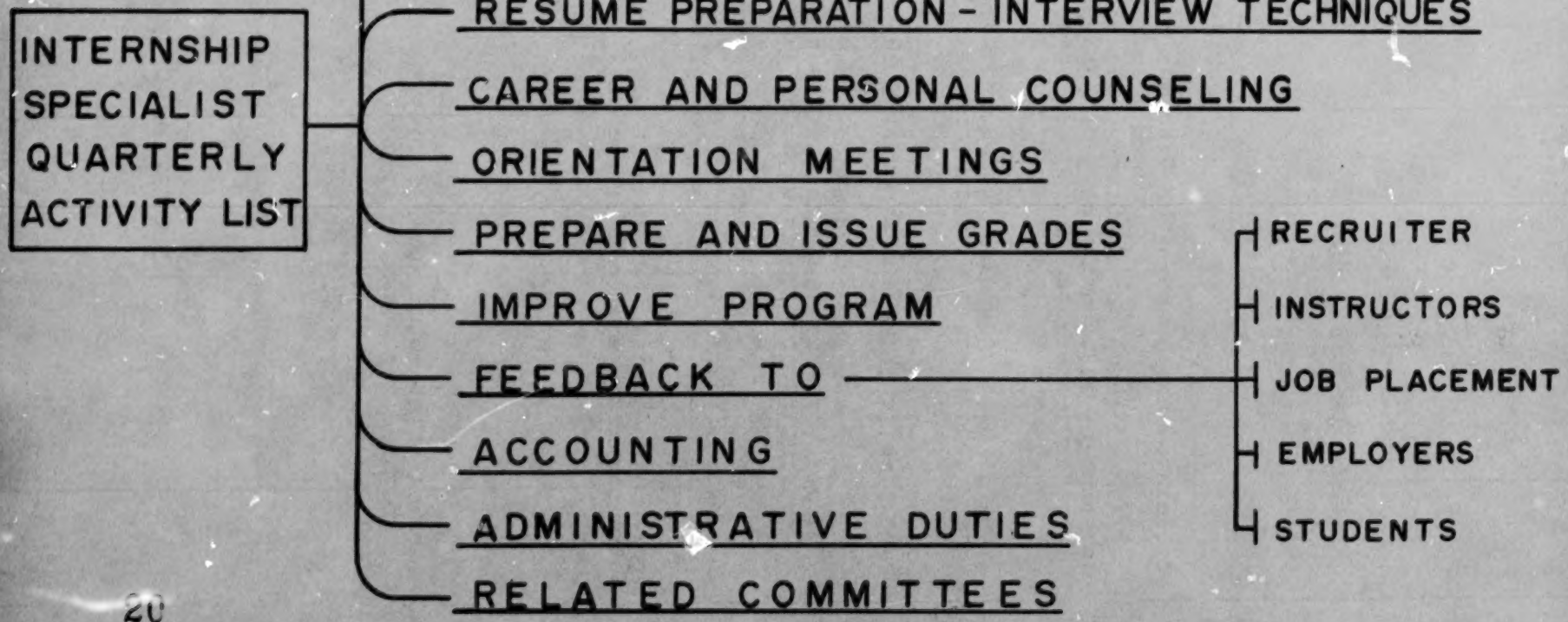
E. Develop and implement a schedule that will allow frequent contact with all students assigned to internship stations.

F. Develop and/or utilize evaluative materials that monitor student progress during the internship portion of the training program.

G. Develop and/or utilize evaluative materials that will allow students and employers to communicate information to be utilized in program planning and development.

H. Coordinate periodic seminars for students on internships.

I. Other duties as assigned.


INTERNSHIP SPECIALIST QUARTERLY ACTIVITY LIST
PHONE CONTACT
EMPLOYER
STUDENT
SITE VISITS
DEVELOP NEW SITES
EMPLOYER PUBLIC RELATIONS
ON CAMPUS
OFF CAMPUS
HANDLE PAPER WORK
RESUME PREPARATION - INTERVIEW TECHNIQUES
CAREER AND PERSONAL COUNSELING
ORIENTATION MEETINGS
PREPARE AND ISSUE GRADES
IMPROVE PROGRAM
FEEDBACK TO
RECRUITER
INSTRUCTORS
JOB PLACEMENT
EMPLOYERS
STUDENTS
ACCOUNTING
ADMINISTRATIVE DUTIES
RELATED COMMITTEES

Internship Prerequisites

Before students begin their internships, they are required to have completed certain prerequisites. These prerequisites help prepare the students for the transition from classroom instruction to an actual work environment and also help complete necessary paperwork for record-keeping. The prerequisites are:

1 - Recommendation by department head

2 - Hospitalization insurance

3 - Registration fees paid

4 - Resume submitted

5 - Orientation meeting

6 - Student conference

Requirement 1: Recommendation by the department head. The head of the department in which the student studied should document that the student has completed all classwork and is ready for the internship. Any apprehensions or potential problems foreseen by the department head should be brought to the attention of the Internship Specialist at that time. The importance of this requirement must be stressed as the success and/or failure of the student and the program can be influenced by the communication (or lack of communication) between classroom instructors and the Internship Specialist.

Requirement 2: Hospitalization insurance. For the legal protection of the school and the employer (and the student's general well-being), all students who participate in internships

must have a hospitalization policy and be able to provide the Internship Specialist with the name of the insurance company, and if possible, the policy number. This information should be kept on file by the Internship Specialist.

Employers should be informed of the school's policy regarding accidents. If the student is injured while on a work-site, the school should be notified immediately. Each school should investigate legal ramifications with their school district's legal counsel, before starting an internship program.

Requirement 3: Registration fees paid. Students are required to complete registration and pay fees prior to going on their internship. At this time, it is beneficial to examine transcripts to make sure all courses have been completed and the student is academically in good standing.

Requirement 4: Resume submitted. Students should have a resume ready before they begin their internship. When they meet employers prior to beginning their internship quarter, it is advised that they give a copy to the employer(s). A copy is kept on file by the Internship Specialist.

NOTE: Internship Specialists may want to have on hand resource materials on how to write resumes as some students may not receive this type of instruction in the course of their classroom instruction.

Requirement 5: Orientation meeting. Approximately three weeks prior to their internship quarter, students attend an orientation meeting conducted by the Internship Specialist. During this meeting, policies, guidelines, and any other requirements are explained. Any written assignments that students are expected to complete while on the internship are also reviewed. Each student fills out an information sheet

that includes name, address, home telephone number, social security number, financial aid status and preferences for internship placement. (See Appendix A)

Requirement 6: Student conference. After the orientation meeting, a private conference between the Internship Specialist and each student should be scheduled for the following week. During this meeting, the Internship Specialist can find out more about the student's career goals and any other factors that should be considered before placing the student in a work site. This meeting will help insure a productive and relevant internship experience.

ORIENTATION MEETING OUTLINE

I. Planning the orientation meeting

A. Distribute memo to all instructors for class announcement as to date, time and room number.

B. Gather all booklets, forms, pencils, etc., to be distributed at the meeting.

II. The orientation meeting

A. Hand out booklets, information sheets, pencils.

B. Review booklet and explain policies and procedures.

C. Explain written requirements such as time sheets and assignments.

D. Answer any questions concerning the material discussed.

E. Ask students to schedule a private conference for the following week and submit resume at that time.

F. Collect completed information sheets and pencils.

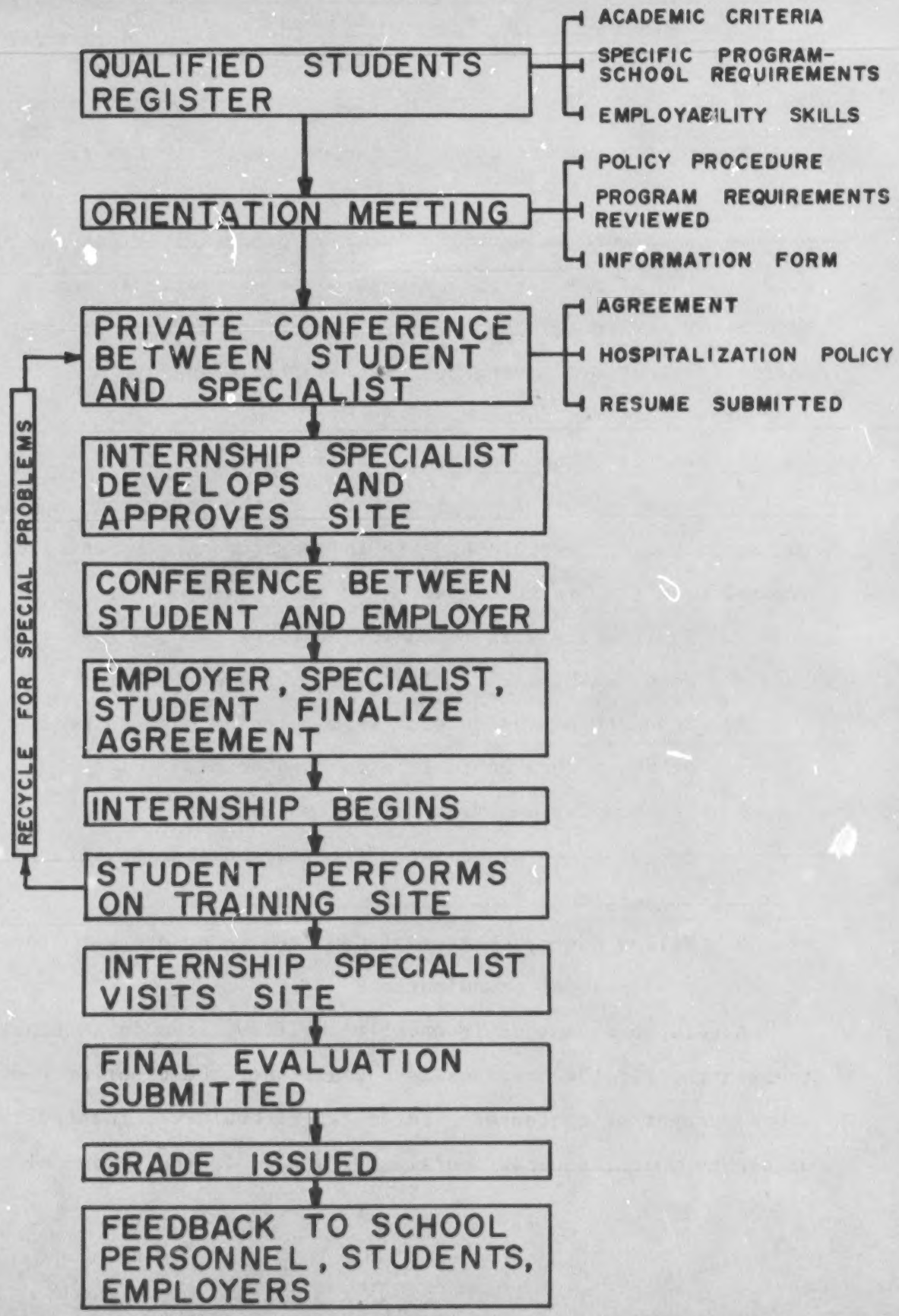
G. Dismiss meeting.

III. After the orientation meeting

A. Review all information sheets before the private conferences and make notes.

B. Have camera ready to take pictures for internship bulletin board.

STUDENT FLOW CHART



Training Sites

The most important phase in the entire internship process is finding the right training site for each student. After the private conference between the Internship Specialist and the student, the search for an internship site begins. It may require extensive telephone calling, meetings with employers, and touring and evaluating business facilities before an appropriate site is found.

How Training Sites are Found

There are a variety of means to help the Internship Specialist in the search for a training site in the student's career field. Several ways are listed below:

1. Familiarity with community business and agencies--some may have participated in the program before.
2. Students may be helpful--some already have an idea of where they would like to be placed.
3. Recommendations from fellow instructors.
4. School's job placement office may be able to offer suggestions.
5. Yellow pages, Chamber of Commerce, contacts with local professional organizations.

A telephone contact is usually the first step in initiating the search. If the business is a small one, the proprietor or store manager is contacted. For a larger business, institution, or agency which is departmentalized, a call to the personnel

manager is necessary. The reason for calling is briefly explained, and if the employer sounds interested, an appointment is made for a meeting between the Internship Specialist and employer. The meeting takes place at the business, institution, or agency and at that time, the program is explained in detail. The Internship Specialist should be concerned with the type of training the student can receive, who would supervise him/her and try to ascertain the attitudes of the employer--is the employer interested in giving the student a valuable experience or is the employer only interested in free labor? (This may be difficult to determine until after a student is placed, as few employers will admit that they're interested only in free labor).

How Training Sites are Approved

If the Internship Specialist has a favorable impression of the employer and the employer wishes to participate in the program, it is then a good idea to ask for a tour of the facilities. This tour will help the Internship Specialist evaluate the facilities as to equipment, safety considerations, level of work activity, and employee attitudes. A sample work site evaluation sheet is included in Appendix B. It is also necessary that the employer be an Equal Opportunity Employer.

When the Internship Specialist approves a site, no final commitment is made until the employer and student meet and discuss goals and work arrangements. In some cases, this meeting will be a three-way conference with the Internship Specialist sitting in on the discussion. Some employers, however, may

prefer to first speak with the student alone. If the employer and student have mutually agreed that this training site would be beneficial, final arrangements are discussed with the Internship Specialist included. The employer has the option of deciding not to accept a particular student. The student also has the right to reject the training site. This instance is one where diplomacy is extremely important to avoid negative reaction from either party, no matter who has rejected whom.

If the internship site is agreeable to all three parties (Internship Specialist, the student, and employer) final arrangements are clarified, such as: working schedule, dress code, best times for visitation by the Internship Specialist, starting date and expected termination date, etc.

Site Visits

Visits to the training site are an important part of the internship program. These visits provide the Internship Specialist an opportunity to discuss student's progress with his/her immediate supervisor(s). During these discussions, the Internship Specialist also gathers information for feedback to the school's instructional program. At this time, they also talk with each student concerning the training experience in progress. This is an appropriate time to counsel a student on any subject of concern.

Student load usually determines the number of visits that can be reasonably made during a quarter. However, the Internship Specialist should plan to visit each site at least three times while the student is receiving training.

Paying Sites vs. Non-paying Sites

When a student is placed on a training site, the employer is under no obligation to offer permanent employment after the internship is completed; nor is the employer under any obligation to pay the student a wage. The internship has been developed for training, not profit-making. Some employers choose to pay the student a wage during the internship, but this practice is done through the employer's own initiative.

There are advantages and disadvantages to having a training site pay wages. Some of the advantages are:

1. Students feel their efforts have monetary worth.
2. Students learn how to budget their personal finances.
3. Some employers pay a wage as they feel an obligation to reward the efforts of the students.

Some of the disadvantages are:

1. When the student receives pay, they may feel an allegiance to the employer that could prevent them from asking for different tasks or experiences.
2. Students may feel unwarranted pressure when they make mistakes since they are now measuring their training time in terms of dollars.
3. The company's employees may see the student as more of a competitor for their own jobs and training cooperation may become somewhat diminished.
4. Visitations by the Internship Specialist may be seen as costing the firm money, as the student is not working while the instructor is visiting the site.

Basically, when a firm starts to pay wages, the school's "control" may be diminished.

Full-time Permanent Positions: An Alternative

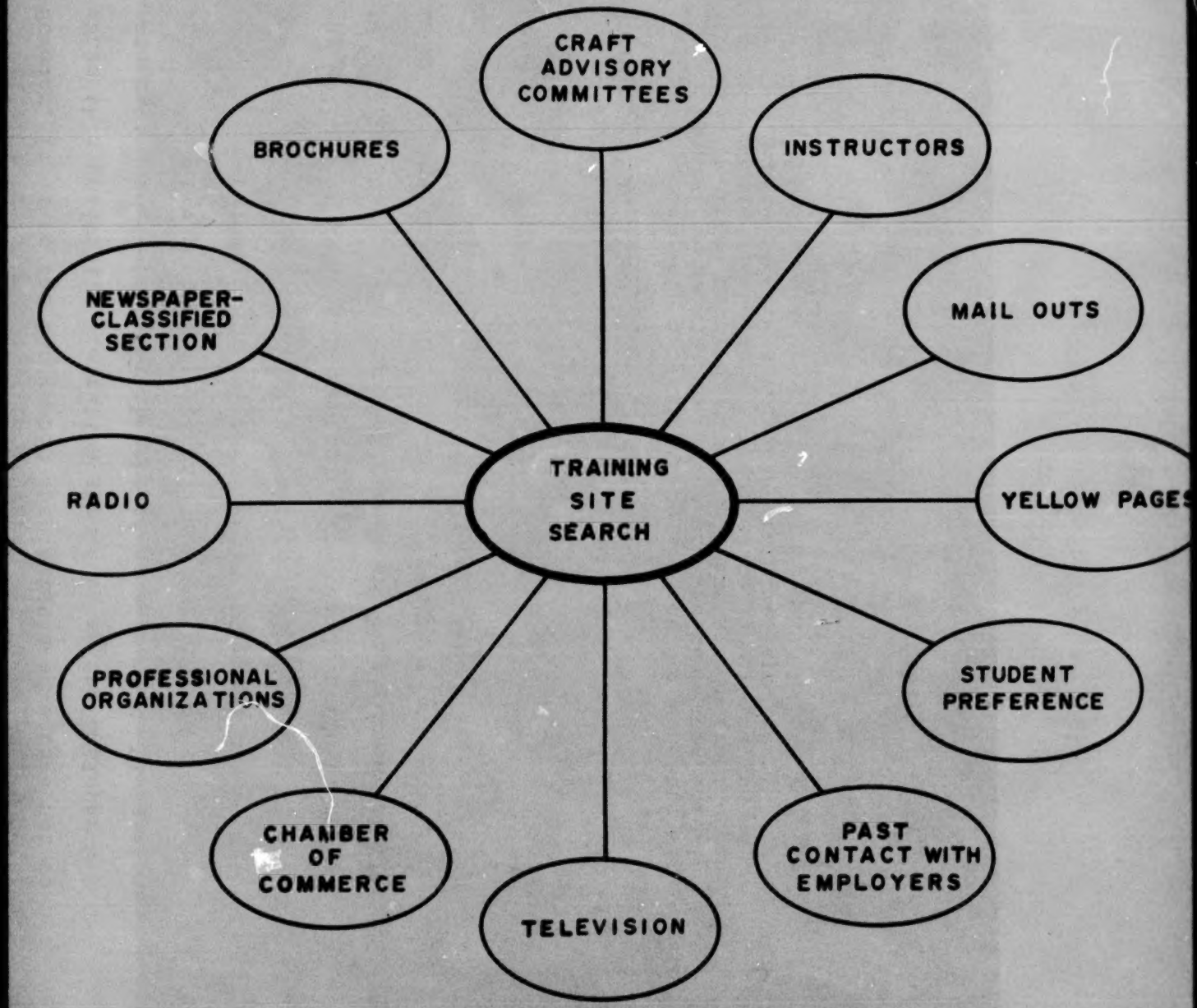
There is another method of securing a job site for an internship. Some students prefer to find a permanent, full-time paying position on their own. In order to receive academic credit, the job must be in an approved site and must be in the career field for which the student trained. Students interview, negotiate salary and accept/reject jobs on their own. When they accept a job, the Internship Specialist contacts the employer in order to acquire cooperation for job performance evaluations and visitation permission. In order to receive academic credit, the students with permanent jobs must still complete all prerequisites, document their working hours, and complete any written tasks assigned by the Internship Specialist.

The advantages of a student finding a permanent position are that the student has a job, and the employer often finds it favorable to have school personnel checking on the student to make sure the student is performing well. The internship program is an incentive for the new employee to achieve, in both his job and academic grade depend on his/her performance. The only major disadvantages to this alternative is that the school has very little control over the type of training the student is receiving, and the Internship Specialist must depend heavily upon the employer's cooperation and goodwill to complete necessary paperwork and provide feedback.

In this model, employer cooperation has never been a problem. However, it is to the Internship Specialist's advantage not to abuse this goodwill. Visitation should be at the employer's convenience to avoid being thought of as a "pest." Visitations are excellent opportunities to sell the employer on the school and find out about other job openings in the company. Once the employer becomes familiar with the Internship Specialist, he or she will often call again for students to fill their vacancies. This practice has a substantial effect on job placement statistics in the Athens Tech model.

NOTE: SPECIAL NEEDS STATEMENT

The internship program can be altered for students with special needs and those students who have been enrolled in modified curriculums. Employers are informed of any special considerations required to insure that these students receive a valuable training experience.


CRAFT ADVISORY COMMITTEES
BROCHURES
INSTRUCTORS
NEWSPAPER-CLASSIFIED SECTION
MAIL OUTS
RADIO
TRAINING SITE SEARCH
YELLOW PAGES
PROFESSIONAL ORGANIZATIONS
STUDENT PREFERENCE
CHAMBER OF COMMERCE
PAST CONTACT WITH EMPLOYERS
TELEVISION

Student Responsibilities

The student has several areas of responsibliity once he/she is placed in a training site. First and foremost are job performance and demonstration of good work habits. The training received in school should be put to use at this time. The trainee must follow all of the criteria established by the training site (punctuality, housekeeping, relationships with others, etc.) The trainee should perform for the employer as though this was a permanent job. The employer assigns an experienced employee to act as a training supervisor who will be responsible for the student's learning experience. The training supervisor assigned to the student must have all of the student's attention and respect in order for the trainee to learn as much as possible from the supervisor.

The trainee is also responsible for submitting on time all paperwork due. Completed forms are available for departmental review. Instructors and department heads are interested in the progress of students and also are interested in any suggestions or feedback, related to the curriculum.

A. <u>The weekly report</u>

All reports are the responsibility of the student and must be turned in to the Internship Specialist at the end of each week. A time sheet is completed by the student each week and reflects the type of work done and the amount of time that it took to do it. It is important that the trainee keep this record current. The weekly time sheet tells the Internship Specialist the tasks the student performs, how much time he/she spends doing

them, provides attendance information, and furnishes valuable feedback to the institution concerning changes in industry (see Appendix C).

B. Written assignments

Written assignments can be used as training aids. They should relate to the student's particular occupation or any aspects of work in general. Organization charts, job descriptions, time analysis charts and other assignments have been used in the Athens Tech model (see Appendix D).

C. The monthly report

The monthly report is the responsibility of the student even though it is filled out by the employer. This form reflects the student's personal traits and attitudes. Student attendance is also taken from this report. The Internship Specialist may require the student to bring this form in to the school or the Internship Specialist may pick it up on one of the site visits. This form is to be completed at the end of each month (see Appendix E).

D. Final evaluation of the student

At the end of the training period, the employer is asked to complete a written evaluation of the student's performance. This evaluation form includes information on personal traits and skills training, and is used to help determine the student's grade for the internship quarter. The employer returns the completed evaluation by mail to the Internship Specialist. The employer's ratings determine fifty percent of the student's internship grade (see Appendix F).

NOTE: The following checklist is used by the Internship Specialist to ascertain what prerequisites and assignments have been completed.

SAMPLE

INTERNSHIP PROGRAM

CHECKLIST OF REQUIREMENTS

PREREQUISITES

____Recommendation by department head
____Resume submitted
____Orientation to internship
____Interview(s)
____Work site approved
____Accepted position
____Registration and fees paid
____Proof of insurance

PROGRAM REQUIREMENTS FOR 30 HOURS COURSE CREDIT

____Student Weekly Follow-Up (10 Weeks)

____Organization Chart of company developed/updated

____Job Description developed/dated

____Supplementary Reading summarized/analyzed

____Time Analysis Chart

____Internship Program Evaluation

____Seminar attendance and participation

Notes:

_____

_____

_____

_____

_____

Unique Situations

Occasionally, problems will occur at training sites and/or with students. These problems can be minimized by acting promptly and diplomatically. The following list concerning problem students was derived from incidents which have occurred in the model. A discussion of some ways that problems can be alleviated is included.

Problem Students

Students encounter, or cause, a variety of problems, some of which are listed below:

1. Absenteeism and/or tardiness
2. Poor attitude and/or poor skill performance
3. Transportation
4. Child care
5. Conflict with co-workers
6. Conflict with employer
7. Conflicts with parents, spouses, peer group

Some employers are prepared to discuss problems directly with the student; others notify the Internship Specialist of of the problems in order for the Specialist to intervene and remedy the situation. Since each student and problem will be unique, there is no packaged solution that can be offered in this manual guide. There are, however, a few suggestions that can help alleviate problems quickly and effectively.

1. As soon as the Internship Specialist is made aware of the problem, a meeting should immediately be scheduled with the student.

2. A calm, but frank, discussion should identify the problem, and solutions should be discussed. The student should be made aware of the potential consequences should the problems continue; i.e. removal from the training site and a failing grade.

Problem Training Sites

An unsatisfactory training site is a situation which must be handled delicately. Again, only suggestions can be offered--there is no definite method with which to arrive at a satisfactory solution.

1. If the problem does not involve poor student performance or attitude, but rather the training site itself, then another meeting is needed to talk with the employer. Occasionally an employer is not aware that a student is not receiving adequate training or is experiencing strained relations with regular employees. An open, calm discussion can usually produce satisfactory readjustments.

2. If the site continues to be a poor training experience, the student should be removed and be placed somewhere else. This is a risky public relations move, but as the student is the first priority, it is an action that may be necessary and unavoidable.

3. It is the responsibility of the Internship Specialist to avoid placing students in training sites that are suspected or known to discriminate, engage in unlawful or unethical business practices, and/or are only interested in using students as cheap labor. By avoiding these sites, the Internship Specialist can prevent unpleasant situations.

Family Businesses

A number of students are engaged in family-owned businesses. Quite often, their parents have encouraged them to attend a vocational-technical school in order to receive the formal training that will help them run the business. These sites may

be used for their internship, but the results have produced mixed opinions.

The quality of training - has proven to be very good. The student and his/her family are very serious about insuring a thorough and varied training experience.

The objective of evaluation - is the issue where there can be some controversy. When a member of the student's family has to evaluate a student's performance, it may not be as objective as it would be if the two were not related. In some instances the evaluation may be too lenient, and in other cases, to avoid being too lenient, the evaluation has been overly critical. The Internship Specialist should keep this objectivity problem in mind when reviewing the student's completed evaluation.

Financial Aid to Students

Some financial aid agencies have specific requirements for students receiving benefits. Both the student and the Internship Specialist have the responsibility of complying with these requirements. The school's financial aid officer and Internship Specialist should communicate regularly to stay informed as to changes in federal and state rules and regulations regarding monetary disbursements.

Some agencies such as the Comprehensive Employment Training Act (CETA) and the Veterans Administration (VA) require documentation and special consideration by the Internship Specialist. Basic Grant, Social Security and other scholarships have not been affected in the past by the internship quarter. When any questions about financial aid status have arisen during this model's implementation, several points have been stressed to help clarify the student's position:

1. The student is enrolled as a full-time student.

2. The internship is part of that student's curriculum and is therefore, a diploma requirement.

3. The student is supervised in a learning environment by certified instructors from the school. The only difference between the internship and a classroom environment is that the student is receiving off-campus instruction for that quarter.

As stated previously, agencies' rules and regulations occasionally change and the Internship Specialist should be kept aware as to how these changes will effect students. Communication with the school's financial aid officer has proven helpful to alleviate confusion.

Evaluation

Evaluation is an important factor of any educational program. With periodic evaluation, strengths and weaknesses are identified and changes are therefore justified. With critical review, educational programs can improve their effectiveness and expand to meet additional challenges. In this model, there are three evaluative procedures that are systematically conducted.

Evaluation of the Internship Program

The internship program should be evaluated on a regular basis. Athens Tech has chosen to have the internship students evaluate the model as they near the completion of their internship. The form used (see Appendix G) is distributed to each student approximately two weeks before the end of each quarter, and must be returned along with other required final reports (i.e. weekly and monthly reports and written assignments).

There are several methods of program evaluation that may be utilized. One method is to use the inhouse approach by utilizing the instructors, administration and students. Some other suggestions are advisory boards and outside consultants.

Evaluation of the Student

Student evaluation has been addressed under "Student

Responsibilities" and Appendices E and F. The final employer written evaluation determines 50 percent of the student's grade.

The other 50 percent is comprised of satisfactory completion of requirements discussed in "Student Responsibilities."

Evaluation of Training Sites

The preliminary evaluation of a training site to determine whether it will be a productive placement is discussed in the section entitled "Training Sites." A form used by the Internship Specialist to assist in this evaluation is included in Appendix B.

At the completion of an internship, the Internship Specialist should make the determination as to whether each site will be used again. This decision should be based on observations during site visits, employer interest in the students' training and students' reactions to their internship. A form for students' completion has been developed to help the Internship Specialist evaluate the training site. (see Appendix G).

Summary and Conclusions

The Athens Tech Internship Program will continue to grow and expand as new curriculums are added and enrollment increases. It is an extremely crucial time period for the students who participate, since it is a test of the skills they have acquired, and the time they have invested in their classroom training. It is an experience which must be coordinated carefully to ensure valuable exposure to the chosen career field.

The Internship Specialists attempt to ensure that the internship for each student is as rewarding and productive as possible. They find themselves involved in numerous activities, roles and situations which require research, energy, diplomacy, compassion and a sense of humor. The position instills a great deal of responsibility as the internship experience makes a lasting impression on all the participants, and has an important impact on the professional and personal lives of the students.

With adequate supervision by the Internship Specialists and the careful selection of a training site, the internship quarter is a learning experience for everyone involved. The feedback from the implementation of this model has been very positive and encouraging. Benefits and rewards have been acknowledged from all those who participate in the internship program.

For the students, the benefits are the discovery of skills acquired and competencies gained. Besides technical skills, students learn responsibility, communication techniques, supervisory methods and interpersonal relations skills. It is the chance to show employers what students have to offer as potential employees. Acquiring practical experience to aid in a job search is the result of an internship.

For the vocational-technical school, the results are: higher job placement statistics, valuable feedback from industry for curriculum review, a recruitment tool to increase enrollment, and favorable public relations between education and industry whose support is essential for the school's growth and achievements. By offering an internship program, which increases a student's chances of employment, the school fulfills its obligation to prepare a student for a career.

The resulting benefits to the business community are many. The opportunity for an employer to observe a potential employee without any obligation to pay a wage and/or hire that person is a cost-effective advantage. Many employers feel an obligation to help students get a start in a career and therefore turn them into tax-paying citizens. The business community, which is often unaware of what training the vocational-technical school has to offer, is extended an opportunity to become famaliar with the educational programs that train the future labor market.

Athens Tech will continue to expand and improve its internship program. As technological advancements and social environmental changes occur, the employment efforts of skilled workers will continue to be a challenge. The internship program is committed to meet that challenge.

APPENDICES

The following forms were adapted from several sources:

Mason, R. E., and Haines, P. G., Cooperative Occupational Education, Interstate Printers & Publishers, Inc., Danville, Illinois, 1972.

Mitchell, E. F., Cooperative Vocational Education, Allyn and Bacon, Inc., Boston, Massachusetts, 1977.

These forms are constantly being revised to improve their utility and serve the needs of all the departments involved in the internship program.

APPENDIX A

Example of Information Sheet

INTERNSHIP
INFORMATION SHEET

NAME_____ DEPARTMENT_____

ADDRESS_____ PROGRAM_____

_____

PHONE#_____ DATE TO BEGIN INTERNSHIP _____

SOCIAL SECURITY NO._____ SENIOR PLAN--YES_____ NO_____

DATE OF BIRTH_____ MALE_____ FEMALE_____

CHECK ALL FINANCIAL ASSISTANCE YOU ARE APPROVED TO RECEIVE

_____SCHOLARSHIP _____CETA

_____VETERANS ADMINISTRATION _____UNEMPLOYMENT

_____SOCIAL SECURITY _____BASIC GRANT

_____VOCATIONAL REHABILITATION _____OTHER

IN ORDER OF PREFERENCE, LIST THREE INTERNSHIP SITUATIONS YOU FEEL WOULD BE BENEFICIAL TO YOU. IF YOU DO NOT HAVE ANY PREFERENCES, USE THIS SPACE TO INDICATE SPECIAL INTERESTS, SKILLS, LOCATION, HOURS, ETC.

1.

2.

3.

WILL YOU HAVE COMPLETED ALL CLASSWORK PRIOR TO YOUR INTERNSHIP STARTING DATE? (IF YOU WILL NOT, EXPLAIN)

DO YOU HAVE AN "F" OR "INCOMPLETE" ON YOUR TRANSCRIPT?_____

NAME OF INSURANCE COMPANY WITH WHOM YOU HAVE HOSPITALIZATION COVERAGE/POLICY NUMBER

_____

ARE YOU PRESENTLY EMPLOYED?_____

WHERE_____ PHONE NO._____

_____
STREET CITY STATE ZIP CODE

SUPERVISOR_____
NAME

APPENDIX B

Example of Training Site Evaluation

ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL

INTERNSHIP PROGRAM

TRAINING-STATION EVALUATION

POTENTIAL TRAINING AGENCY_____

ADDRESS_____

OCCUPATIONAL AREA REPRESENTED_____

CONTACT PERSON_____ PHONE_____

A. Is the training site attitude conducive to effective cooperation with the school in the operation of the internship program?
yes____ indef.____ no____

1. Does the training site understand and accept the purposes and values of internship? yes____ indef.____ no____

2. Does the training site recognize that the principal values are potential not immediate? Yes____ indef.____ no____

3. Can the training site be expected to honor educational purposes in dealing with the student and the school?
yes____ indef.____ no____

4. Is the training site concerned about the student's basic aptitudes and vocational interests as they relate to occupational requirements?
yes____ indef.____ no____

5. Is the training site concerned about the student's personal characteristics as they compare with those of desirable permanent employees?
yes____ indef.____ no____

B. Does the training station provide a satisfactory range and scope of on-the job experience? yes____ indef.____ no____

1. Does the training site agree that the student will continue for the full training period?
yes____ indef.____ no____

2. Does the training-station experience potential range from initial uncomplicated activities to the more difficult and complex operations involved in the total expanse of the occupation?
yes____ indef.____ no____

3. Does the training site agree that the student is not to remain in any one operation or phase of the occupation beyond the time required to reach the point of job proficiency?
yes____ indef.____ no____

Internship--Training Station Evaluation

4. Does the training site agree to work with the internship specialist in the development of a schedule on internship based on an analysis of the occupation represented by the training agency?

yes____indef.____no____

C. Are the equipment and facilities satisfactory?

yes____indef.____no____

1. Are tools and machines present in sufficient amounts and quality to provide experience in the total expanse of the occupation?
yes____indef.____no____

2. Are tools and equipment of reasonably modern design?

yes____indef.____no____

3. Are tools and equipment well enough maintained and equipped with safety devices to ensure safe working conditions?

yes____indef.____no____

4. Does the general condition of the building and facilities contribute to an attractive and safe environment?
yes____indef.____no____

5. Do the facilities provide adequate heating, ventilation, and cooling?
yes____indef.____no____

D. Is employee morale conducive to satisfactory on-the-job relationships?

yes____no____

1. Are employees generally dissatisfied with working conditions?

yes____indef.____no____

2. Is the absence of one or more of the basic morale factors obvious?

yes____indef.____no____

3. Are feelings of insecurity or hostility toward management reflected in conversations with employees?
yes____indef.____no____

E. Is the instructional potential of the training agency satisfactory?

yes____indef.____no____

1. Does the employer agree to designate a qualified individual for on-the-job instruction?
yes____indef.____no____

Internship--Training Station Evaluation

2. Does the on-the-job instructor understand and accept the educational significance of the on-the-job experiences as opposed to emphasis on production?

yes____indef.____no____

3. Will association with the on-the-job instructor be desirable experience for the student?

yes____indef.____no____

4. Does the instructor understand and accept the educational significance of on-the-job experiences as opposed to emphasis on production?

yes____indef.____no____

5. Are safe working habits observed?

yes____indef.____no____

F. Is the training station satisfactorily located?

yes____indef.____no____

1. Is the training station within reasonable cummuting distance of the student residence?

yes____indef.____no____

2. Is the training station readily accessible to the internship specialist?

yes____indef.____no____

3. Is the location of the training station stable enough for the student to report for work at the same time and place each day?

yes____indef.____no____

4. Are the time elements of the training experience compatible with school scheduling?

yes____indef.____no____

Date of Initial Evaluation_____Approved_____Disapproved_____

Signed_____

Dates of Follow-up-visits:_____ _____ _____ _____ _____

APPENDIX C

Examples of Weekly Reports

ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL
INTERNSHIP PROGRAM
STUDENT'S WEEKLY TIME SHEET

Trainee_____ Week Ending_____

WORK HOURS PER DAY

DAY	FROM	TO	LUNCH	FROM	TO

LIST ACTIVITIES PERFORMED AND TIME SPENT ON EACH ACTIVITY FOR EACH DAY YOU WORKED THIS WEEK.

DAY	ACTIVITY	Number of hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

_____
Student Signature

_____
Internship Specialist

Supervisor's
initials:_____

INTERNSHIP WEEKLY REPORT

Student-learner:_____ For week ending:_____

1. What were your responsibilities or duties on the job this week?

Responsibility or Duty	Approximate Time Spent (%)
a._____	_____
b._____	_____
c._____	_____
d._____	_____

2. What new knowledge or skill did you learn on the job? Describe.

_____

_____

_____

3. What did you learn in class that you applied on the job, either from study or classroom discussion? Explain.

_____

_____

_____

4. What difficulty occurred or what mistake did you make on the job? What did you do to correct it?

_____

_____

_____

5. On what skill or question could you use help in performing your job better?

_____

_____

(over)

6. What interesting relationship did you have this week with a fellow worker, a customer, or your job sponser? Describe.

_____

_____

_____

Summary of Duty Time and Earnings

Date	Check-in Time	Check-out Time	Duty Hours Regular	Duty Hours Overtime
Sun. ____	_____	_____	_____	_____
Mon. ____	_____	_____	_____	_____
Tues. ____	_____	_____	_____	_____
Wed. ____	_____	_____	_____	_____
Thurs. ____	_____	_____	_____	_____
Fri. ____	_____	_____	_____	_____
Sat. ____	_____	_____	_____	_____
		Totals	_____	_____
		Total hours	_____	
		Regular hourly rate	_____	

APPENDIX D

Examples of Assignments

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

INTERNSHIP TASK
ORGANIZATION CHART

STUDENT'S NAME_____ DATE ASSIGNED_____
PROGRAM_____ DATE DUE_____

TASK: To develop/update an organization chart for the internship company/center in which you are placed.

PURPOSE OF AN ORGANIZATION CHART: To depict in graphic form the job titles, lines of authority, and interrelationships between positions. Organization charts show the flow of work in an organization and the responsibility for its achievement.

PURPOSE OF THIS TASK: To provide for you a total picture of the organization of the company/center in which you work. To show where your job is in relationship to all of the others in the organization.

INSTRUCTIONS FOR COMPLETING THE TASK:

1. Read the attached information.
2. Request from Internship Specialist any additional resources as needed.
3. Discuss the project with your immediate supervisor and work with that person to complete the project.
   a. The supervisor may be able to provide you with a chart that you may update.
   b. The supervisor may be able to work with you to develop a chart if one is not already available.
4. After you have received necessary information and advice from your supervisor, use the Suggestions for Preparing an Organization Chart and the examples attached to prepare your chart
5. Shade in the block that represents your job.
6. Obtain your supervisor's final approval of the chart you will submit for credit.
7. Keep a copy for your office.
8. Submit on the date due.
9. Complete student self-check.
10. Request and complete evaluation.

ORGANIZATION CHART-GENERAL INFORMATION

Organization provides a means by which each employee is given distinct job responsibilities and insures that all jobs are coordinated to accomplish company/center goals. An organization chart graphs this organizational design.

An Organization Chart should depict the following:

1. Titles of jobs.
2. Who is accountable to whom.
3. Who is in charge of what area.
4. The lines of authority.
5. How each job relates to all others in the total establishment.

Suggestions for preparing a vertical organization chart.

From Henry L. Sisk, Principles of Management, A Systems Approach to the Management Process (Cincinnati: South-Western Publishing Co., 1969), p. 377.

1. Identify the chart fully showing the name of the company, date of preparation, and title of person or name of department responsible for preparation. If the chart is for one division of the company only, include such information as part of the title.
2. Use rectangular boxes to show either an organizational unit or a person. Plural executives and other committees should occupy one box.
3. The vertical placement of the boxes shows relative positions in the organizational hierarchy; however, due to space limitations, line units are frequently shown one level below staff units. (See Figure 3-3.)
4. Any given horizontal row of boxes should be of the same size and should include only those positions having the same organizational rank.
5. Vertical and horizontal solid lines are used to show the flow of line authority.
6. If necessary, use dotted or broken lines to show the flow of functional authority.
7. Lines of authority enter at the top center of a box and leave at the bottom center; they do not run through the box. Exception: the line of authority to a staff assistant or an "assistant-to" may enter the side of the box.
8. The title of each position should be placed in the box. The title should be descriptive and show function. For example, vice president is not sufficient as it does not show function. The functional area, e.g., manufacturing, should be included even though it is not a part of the offical title. Titles should be consistent; if necessary, revise titles so they are both consistent and descriptive.
9. Include the name of the person currently holding the position unless personnel turnover is so great that revision of the chart becomes burdensome.
10. Keep the chart as simple as possible; include a legend if necessary to explain any special notations. When preparing a separate chart for an organizational unit, include the superior to whom the unit reports.

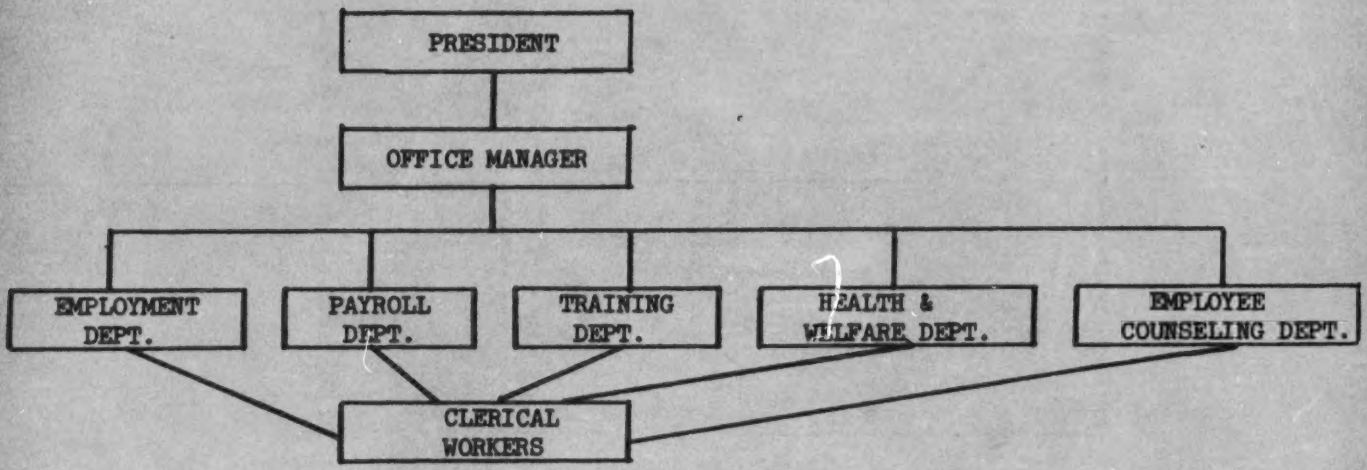


FIG. 3-3

Functional Organization Applied to the Office

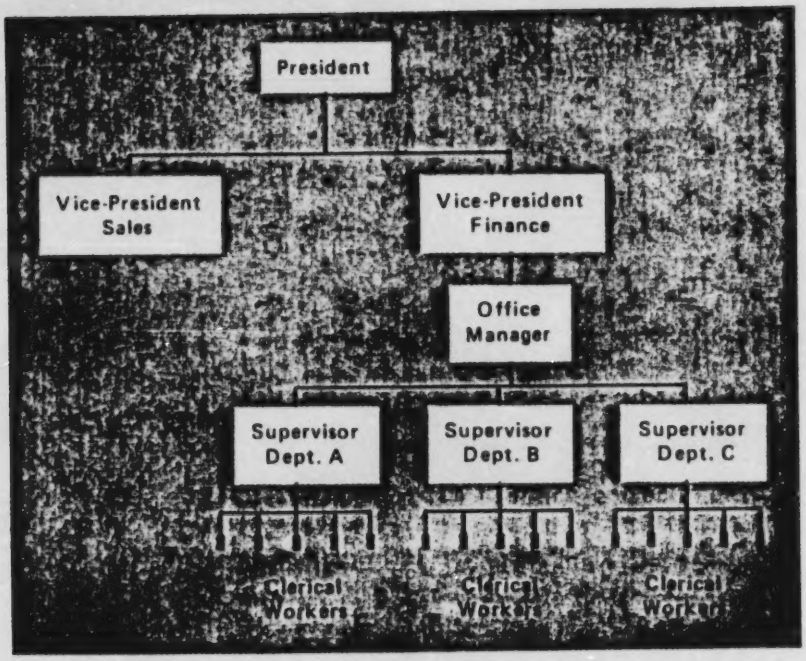


Fig. 3-2

Line Organization

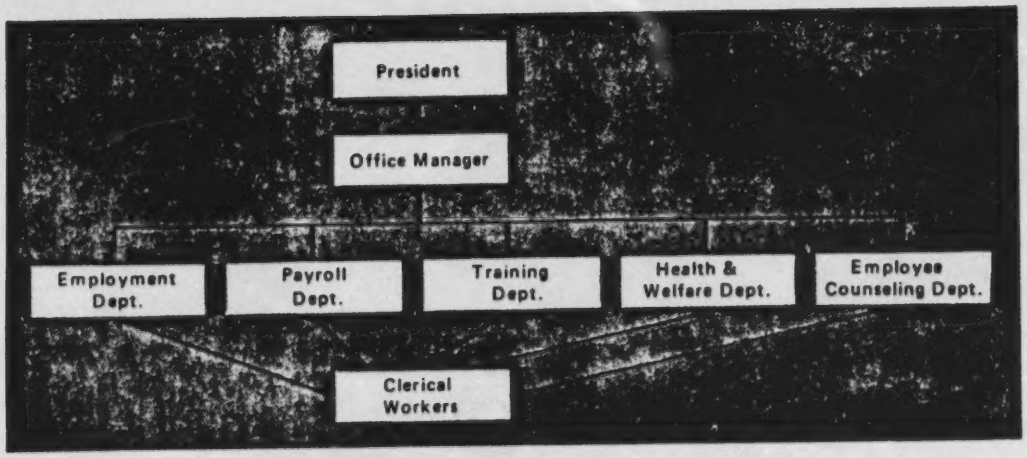


Fig. 3-3

Functional Organization Applied to the Office

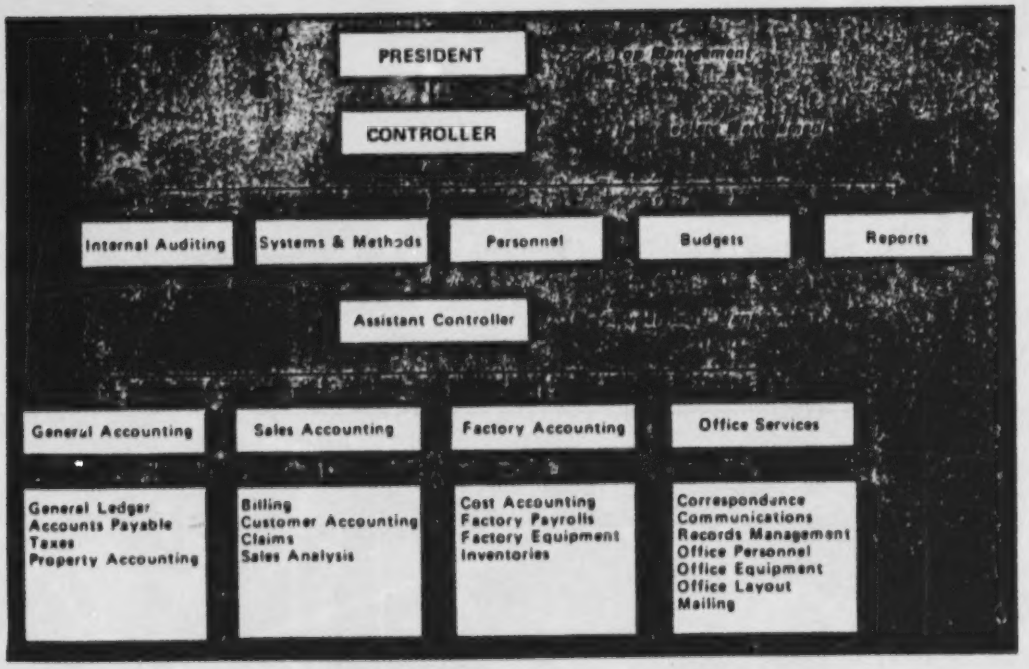


Fig. 3-4

Partial Line-and-Staff Organization

Fig. 3-5

Organization of Office Services Department

ORGANIZATION CHARTS

SOURCES OF INFORMATION: The following sources have been used in preparation of this project. Your review of these may help you complete this task.

1. Administrative Office Management

   Sixth Edition, By Neuner, Keeling, Kallous
   Pages 65-74
   South-Western Publishing Company

2. Principles of Management: A Systems Approach to the Management Process

   By Henry L. Sisk
   Pages 375-377
   South-Western Publishing Company

3. Personnel Management: Modern Concepts and Techniques

   By Gary Dessler
   Pages 23-32
   Reston Publishing Company, Inc.

4. Principles of Personnel Management

   Third Edition, By Edwin B. Flippo
   Pages 35-55
   McGraw-Hill Company

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

STUDENT SELF-CHECK

INTERNSHIP TASK
ORGANIZATION CHART

STUDENT'S NAME _____ DATE _____

PROGRAM _____

1. What is the purpose of an organization chart? _____

2. Does your organization chart clearly depict the following? Place a check beside each item that you feel you have adequately covered.

_____Names of Employees

_____Job Titles

_____Lines of Authority

_____Interrelationships between Positions

_____Flow of Work

_____Responsibility for Work

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

EVALUATION

INTERNSHIP TASK
ORGANIZATION CHART

STUDENT'S NAME _____ DATE _____

PROGRAM _____ GRADE ASSIGNED _____

CONCEPT: Completion of this task should have provided you with a deeper understanding and appreciation of your job responsibilities, the job responsibilities of others in the organization, and the interrelationships established among the various jobs.

EVALUATION: Write a short essay on the learnings/understandings acquired from this task. Included should be specific references to job titles, lines of authority, interrelationships between positions, flow of work, and responsibility for work.

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

INTERNSHIP TASK
JOB DESCRIPTION

STUDENT'S NAME_____ DATE ASSIGNED_____

PROGRAM_____ DATE DUE_____

TASK: To develop/update a job description for the internship company/center in which you are placed.

PURPOSE OF A JOB DESCRIPTION: To describe an existing job in terms of the actual duties and responsibilities the employee is expected to perform. A job description provides an organized record of specific facts about a job.

PURPOSE OF THIS TASK: To provide for you, your employer, and the Internship Specialist, a clear description of your position. The job description provides a source of information for job guidance from your employer, and job performance evaluation by your employer and Internship Specialist.

INSTRUCTIONS FOR COMPLETING THE TASK:

1. Read the attached information.
2. Request from the Internship Specialist any additional resources as needed.
3. Discuss the project with your immediate supervisor and work with that person to complete the project.
   (a) The supervisor may be able to provide you with a description that you may update.
   (b) The supervisor may be able to work with you to develop a job description if one is not already available. (Use your Weekly Reports to organize your description.)
4. After you have received and analyzed the necessary information and advice from your supervisor, use the Suggestions for Preparing a Job Description and the examples attached to prepare your description.
5. Obtain your supervisor's final approval of the job description you will submit for credit.
6. Keep a copy for your office.
7. Submit on date due.
8. Complete student self-check.
9. Request and complete evaluation.

JOB DESCRIPTION--GENERAL INFORMATION

A job description should describe a position so well that the duties are clear without reference to other job descriptions. The description should be organized and precise.

Job descriptions vary in content and detail. Make yours concise, but include any of the following that are applicable to the description of your job.

1. Job identification or title
2. Job summary
3. Duties performed
4. Supervision given and received
5. Relation to other jobs
6. Machines, tools, and materials or forms
7. Working conditions
8. Definitions of unusual terms
9. Special qualifications for job: Mental, Physical, Experience
10. Prerequisite knowledge for job.
11. Comments which add to and clarify the above.

Use "action" words such as analyze, gather, assemble, direct, plan, organize, confer, maintain, supervise and recommend.

JOB DESCRIPTIONS

Suggestions for preparing your job description.

From Neunner/Kelling/Kallous, Administrative Office Management, 6th edition. Southwestern Publishing Company. Pages 569-570.

Use the attached Pittsburg Plate Glass Company Job Description Questionnaire as a guide to organizing the necessary information to develop/update your job description.

From Edwin B. Flippo, Principles of Personnel Management, 3rd edition. McGraw-Hill Publishing Company. Page 107.

1. The identification section includes such information as job title, alternate titles, department, division, plant, and code number for the job. The job summary has two purposes: (1) to provide a short definition that will be useful as additional identification information when the job title is not sufficient, and (2) to serve as a summary to orient the reader toward an understanding of the detailed information that follows. In practice, it is easier to write this section after writing section 3.

2. The duties-performed section is the heart of the job description and is the most difficult to write properly. It is supposed to tell what is being done, how it is done and the purpose behind each duty. It is often found advisable to list major duties with a statement of "what" and "why" followed by subduties detailing the "how". These should, if possible, be arranged in chronological order. In addition, an estimate concerning the approximate percentage of time devoted to each major duty is helpful.

3. The remaining sections of the job description are based on the duties-performed section. The section on supervision tells (1) the titles of the jobs that are immediately over and under this job and (2) the degree of supervision involved, such as general direction, intermediate, or close supervision. In relation to other jobs section, comment on transfer of work, checking work of other departments, or vice versa, and promotional opportunities of the job. Hazardous conditions should be particularly noted. Any technical or unusual words used in the duties-performed section should be listed separately and defined; they thus become a kind of job glossary.

PITTSBURGH PLATE GLASS COMPANY • • • *Job Description*

DEPARTMENT: _____ SECTION: _____

NAME OF EMPLOYEE: _____ JOB TITLE: _____

ALTERNATE TITLES: _____

IMMEDIATE SUPERIOR: _____ TITLE: _____

LENGTH OF TIME ON THIS JOB: _____ JOB CODE: _____

EXPLANATION

Purpose:

This Job Description form is designed to assist you in describing your job. Such factual information as you furnish concerning the duties, responsibilities, and other requirements of your job will be used in helping to determine its relative value in comparison with other jobs in the Company. You are requested to complete this form since you are most familiar with the details of your work.

Completed Job Descriptions will be verified and other studies made to insure that all of the facts that properly apply have been obtained.

It must be noted that it is the *job* that is being analyzed and not the employee or the employee's ability to prepare the Job Description.

Instructions:

Please fill out the form as carefully and thoroughly as possible. State your duties and responsibilities as you understand them rather than confer with others who perform similar work. Any questions which arise should be discussed with your supervisor.

In describing your job, tell what you do and show the importance of each task as well as how often it is performed. Make the description sufficiently clear and complete to give the uninformed reader a true picture of the work performed and the skills required.

The following suggestions may be helpful in arranging and setting forth your duties in a simple and effective manner:

Describe all of your duties in detail:

1) Divide your job (including special assignments and irregular duties) into separate steps or tasks, devoting one, concise, numbered statement to each;
2) In defining each task, state from whom the work or data is obtained, explain the operation which you perform, and indicate to whom the completed work is given (unless apparent);
3) Separate the tasks according to the frequency of their performance (i.e. daily, weekly, monthly, occasionally, etc.) and, under the appropriate headings on the form, enter the statements which describe them;
4) Show in the columns provided the approximate amount of time devoted to each task;
5) Emphasize the important features of your job.

The attached example illustrates the application of these recommendations.

IF MORE SPACE IS NEEDED USE ADDITIONAL 8½" x 11" SHEETS

A. DESCRIPTION OF DUTIES (Cont'd.)

2. Weekly, Semi-Monthly, Monthly, Quarterly, Semi-Annual, Annual Duties

Hours Per Period

3. Occasional Duties

B. SUPPLEMENTARY INFORMATION

1. List Machines and Equipment used and show approximate % of time devoted to each.

NAME	NAME	% OF TIME

2. Proportion of time spent

Sitting	___%
Standing	___%
Walking	___%
Lifting & Carrying	___%
	___%
	100%

3. If Supervisory Duties are performed, list the Names and Job Titles of those supervised.

NAME	JOB TITLE

4. What Reports and Forms do you personally prepare? (If practicable, attach sample copies of forms used)

5. What contacts with other people are you required to make, other than with your immediate superior and those under your supervision? Indicate nature, frequency and method (in person, telephone, correspondence) of contact.

Exhibit 2.14 Sample Job Description

Supervisor of Data Processing Operations	*Exempt*	*012.168*
Job Title	Status	Job Code
July 3, 1975		*Olympia, Inc. - Main Office*
Date		Plant/Division
Arthur Allen		*Information Data Processing - Systems*
Written By		Department/Section
Juanita Montgomery		*12* *740*
Approved By		Grade/Level Points
Manager of Information Systems		*14,800 - Mid 17,760 - 20,720*
Title of Immediate Supervisor		Pay Range

SUMMARY

Directs the operation of all data processing, data control, and data preparation requirements. Performs other assignments as required.

JOB DUTIES*

1. Follows broadly-based directives.
   (a). Operates independently.
   (b). Informs Manager of Information Systems of activities through weekly, monthly, and/or quarterly schedules.
2. Selects, trains, and develops subordinate personnel.
   (a). Develops spirit of cooperation and understanding among work group members.
   (b). Ensures that work group members receive specialized training as necessary in the proper functioning or execution of machines, equipment, systems, procedures, processes, and/or methods.
   (c). Directs training involving teaching, demonstrating, and/or advising users in productive work methods and effective communications with data processing.
3. Reads and analyzes wide variety of instructional and training information.
   (a). Applies latest concepts and ideas to changing organizational requirements.
   (b). Assists in developing and/or updating manuals, procedures, specifications, etc., relative to organizational requirements and needs.
   (c). Assists in the preparation of specifications and related evaluations of supporting software and hardware.
4. Plans, directs, and controls a wide variety of operational assignments by 5 to 7 subordinates; works closely with other managers, specialists, and technicians within Information Systems as well as with managers in other departments with data needs and with vendors.
   (a). Receives, interprets, develops, and distributes directives ranging from the very simple to the highly complex and technological in nature.
   (b). Establishes and implements annual budget for department.
5. Interacts and communicates with people representing a wide variety of units and organizations.
   (a). Communicates both personally and impersonally, through oral or written directives and memoranda, with all involved parties.
   (b). Attends local meetings of professional organizations in the field of data processing.

EMPLOYMENT STANDARDS

In this example, the job specification section lists employment standards. If there is no job specification section, then the Employment Standards section follows the Job Duties section.

ACCOUNTABILITIES

- Successful completion of scheduled activities. Increased use of facility services through expansion of user understanding and satisfaction with delivered product.

*This section should also include description of uncomfortable, dirty, or dangerous assignments.

Source: Richard I. Henderson, *Compensation Management* (Reston, Va.: Reston Publishing Company, 1976), pp. 140–141.

50 **Exhibit 2.15** Applicant Data for Counter Sales Agent

APPLICANT DATA FOR COUNTER SALES AGENT

REQUIREMENTS

Physical: Neat, attractive and well-groomed appearance; pleasant personality and courteous manner.
Education: High school graduate; some college preferred.

PREPARATION

Courses recommended in preparation for this position would include social studies and general business courses in high school and/or college such as grammar, public speaking, voice training, geography, mathematics and psychology.

GENERAL INFORMATION

Since this position constantly calls for direct and personal dealing with the public, a sincere enthusiasm and desire to be of willing assistance is essential. Other qualities necessary to be a successful counter sales agent are stability when working under pressure, ability to converse well on subjects of interest to all types of people, understanding and patience.

General competency in clerical and arithmetic skills is essential due to the necessity of computing fares accurately.

Female counter sales agents are required to wear uniforms while on duty.

Saturday work is involved periodically in this type of position since most of our city ticket offices are open Monday through Saturday. However, employees work only 40 hours a week, 5 days a week, and substitute another day off when scheduled to work Saturday.

DUTIES

Makes reservations for travelers over our own or the systems of other airlines; confirms or checks reservations and issues tickets or makes arrangements for passengers to pick up ticket at airport ticket counter. Assists travelers by providing complete information service, advising and recommending best routes, connections, lowest fares and fastest schedules.

Must have basic knowledge of all passenger and cargo tariffs and allied publications to answer all inquiries from prospective Continental customers.

Tactfully and willingly handles complaints of service or baggage handling, referring such problems to the proper department for final disposition.

Must neatly and accurately prepare various reports such as daily ticket agent's report of sales; must balance cash receipts, change fund and make bank deposits or secure valuable items in Company safe as directed.

Source: Reprinted by permission of the publisher from *Book of Employment Forms*, American Management Association, copyright © 1967 by the American Management Association, p. 27.

594 MASTER JOB DESCRIPTION

Job No. 594

DEPARTMENT CLERICAL AND TECHNICAL
SUBDIVISION MILL RECORDING (MAINTENANCE)
JOB TITLE SHOP ORDER CLERK
DATE 1-1-72

MASTER JOB DESCRIPTION

PRIMARY FUNCTION:

Maintains files of all Shop Orders received.

TOOLS AND EQUIPMENT:

Pencil, various forms, phone, and files.

MATERIALS:

Miscellaneous forms and stationery supplies, etc.

SOURCE OF SUPERVISION:

General and Assistant General Foremen.

DIRECTION EXERCISED:

None.

WORKING PROCEDURE:

1. Receives Shop Order folders from Planning Office and affixes departmental stamp showing date, etc. Stamps receiving, inspecting, and shipping form on Dispatch Cards. Indicates drawing revision number on Shop Order folder from blueprint inside folder.
2. Detaches Material Card and Print Card from Shop Order folder and files according to Shop Order number and print number, respectively. Files Shop Order folders according to Shop Order number or delivers to proper foreman as indicated on folder by Assistant General Foreman.
3. Stamps location on Shop Order folder and Dispatch Card as orders are submitted at beginning of each operation.
4. Posts to dispatch cards material received and dates received, inspected, and shipped from shipping, inspection, and receiving notices received from Shipper and Inspection Department.
5. Files receiving, shipping, and inspection notices according to dates.
6. Refers discrepancies on received and shipped material to others.
7. Stamps Dispatch Cards, Print Cards, and Shop Order folders when work is completed, and files Dispatch Cards and Print Cards in completed files according to Shop Order number.
8. Maintains a constant record of the number of Shop Orders completed, in process, backlog file, and on material not received. Prepares monthly report of same.
9. Receives blueprint revisions from Chief Inspector and Maintenance Planning Office; determines from files the number of Shop Orders requiring revised prints; orders prints; destroys old copies; and inserts new copy in folder. Enters date revision received on Shop Order folder.
10. Locates information of status of Shop Orders requested by foreman, etc. from Dispatch Cards.
11. Maintains Rack-Up Sheet showing current status of large jobs from Dispatch Cards.
12. Periodically bundles up completed records and sends to vault.
13. Files Shop Order folders for castings in "No Casting" file until material is received.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

Fig. 18-4

Job Description for a Shop Order Clerk

JOB DESCRIPTION

Shirley A. Johnson
Receptionist/Secretary
Lerell, Ltd.

Daily:
1. Answer the phone and take messages if necessary.
2. Greet clients and visitors pleasantly and make them feel comfortable.
3. Receive incoming mail and stamp it.
4. Distribute incoming mail.
5. Process outgoing mail.
6. Keep a daily log of all activities.
7. Post to clients' cards.
8. Post to referral sources' cards.
9. Post to accounts receivable control card.
10. Type letters.
11. Check the paper in the xerox copier and use it properly.
12. Make xerox copies of all business transactions.
13. File xerox copies of all business transactions.
14. Use supplies wisely.
15. Learn as much as possible about our business and services.
16. Keep card files up dated.

Weekly:
1. Prepare week-ending reports.

Monthly:
1. Type agenda for staff meeting.
2. Attend staff meeting 1st Tuesday in every month.
3. Take minutes of staff meeting.
4. Type minutes of staff meeting.
5. Send out xerox copier meter reading card.
6. Send out monthly billings to referral sources.
7. Figure up Aging & Listing Report.
8. Type the Aging & Listing Report.
9. Figure up the Monthly Services Report.
10. Type the Monthly Services Report.
11. Send to VALPAR and Dr. Robert J. Lerch:
    1. Aging & Listing Report
    2. Monthly Services Report
    3. Profit & Loss Statement
    4. Financial Statement (Balance Sheet)

Quarterly:
1. Type minutes of Stockholders' meeting.
2. Type minutes of Board of Directors' meeting.

As Needed:
1. Type reports.
2. Type various forms.
3. Set up client's folders.
4. Keep my work area clean.

Occasionally:
1. Keep check on supplies and inform office manager when something is getting low.
2. Order supplies (when advised).
3. Make client folders.
4. Type various forms (on my own).

The Carf Standards that I'm Responsible for are:
1. Records & Reports.
2. Fiscal Management.

JOB DESCRIPTION

Miss Mary Becher
Clerk-Typist III
Accounting Department

1. Answer telephone

2. Take messages and give information

3. Route office visitors to proper place in the department; give them any help possible

4. Batch all disbursement vouchers for data processing:
   a. Separate copies
   b. Check for discounts
   c. Check for typing errors
   d. Run tape on total batch, using printing calculator
   e. Make out batch ticket and attach tape
   f. Enter in register under appropriate columns
   g. Deliver to Data Processing

5. Batch all purchase orders for data processing:
   a. Write batch numbers on purchase order
   b. Record vendor's number
   c. Run two tapes on printing calculator to check balance
   d. Write up batch ticket and attach tape
   e. Enter in register under appropriate columns
   f. Deliver to Data Processing

6. Handle interdepartmental transfers:
   a. Receive all interdepartmental transfer forms
   b. Code all transfers
   c. Set up in coded numerical order
   d. Make up work sheet
   e. Type transfers

7. Process travel vouchers:
   a. Check travel vouchers for errors in addition, mileage charges, and excessive claims for meals
   b. Check to see that all necessary documents are attached, such as receipts
   c. Cross reference travel and meals with other vouchers that have been submitted
   d. Return voucher to claimant for correction if errors are found
   e. Code travel voucher to correct department
   f. Write (type) contingent fund check
   g. Post check numbers and record in contingent fund book
   h. Distribute check to claimant

8. Type correspondence--letters, memorandums, and envelopes

9. Compose and type some routine letters

10. Type reports

11. Receive, open, and reroute mail

12. When checks are received, post check number and amount on appropriate forms and send to Data Processing

13. Make deposits:
   a. Make out deposit slip
   b. Record in contingent fund checkbook register
   c. Send deposit plus deposit slip to the bank

JOB DESCRIPTION

SOURCES OF INFORMATION: The following sources have been used in preparation of this project. Your review of these may help you complete this task.

1. Administrative Office Management

   Sixth Edition, By Neuner, Keeling, Kallous
   Pages 576-579
   South-Western Publishing Company

2. Personnel Management: Modern Concepts and Techniques

   By Gary Dessler
   Pages 24-25 and 48-51
   Reston Publishing Company, Inc.

3. Principles of Personnel Management

   Third Edition, By Edwin B. Flippo
   Pages 107-109
   McGraw-Hill Book Company

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

STUDENT SELF-CHECK

INTERNSHIP TASK
JOB DESCRIPTION

STUDENT'S NAME_____ DATE_____

PROGRAM_____

1. What is the purpose of a job description? _____

_____

_____

_____

_____

2. Does your job description clearly describe the following? Place a check beside each division that you feel you have adequately covered in your job description.

_____Job Identification

_____Job Summary

_____Duties Performed

_____Supervision Given/Received

_____Relation to Other Jobs

_____Machines, Tools, Materials

_____Working Conditions

_____Definitions of Unusual Terms

_____Special Qualifications

_____Prerequisite Knowledge

_____Clarification Comments

3. Would a prospective employee understand the job if he/she reads the job description?

_____

BUSINESS SYSTEMS AND SERVICES

INTERNSHIP PROJECT

ATHENS TECH
ATHENS, GEORGIA

EVALUATION

INTERNSHIP TASK
JOB DESCRIPTION

STUDENT'S NAME_____ DATE_____

PROGRAM_____ GRADE ASSIGNED_____

CONCEPT: Completion of this task should have provided you a clear description of the nature and scope of your job. Your understanding and your employer's understanding of the requirements of your position should allow you to function more efficiently and with greater conficence.

EVALUATION:

1. List four advantages of having job descriptions.

2. List several things you learned about your job responsibilities that were previously unclear to you.

APPENDIX E

Example of Monthly Report

ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL
INTERNSHIP PROGRAM
EMPLOYER'S MONTHLY EVALUATION FORM

Trainee's Name: _____

Supervisor: _____

Company: _____

Date: _____

For Training Performed From _____ To _____

Times Absent: _____ Times Tardy: _____

Your construction evaluation enables us to provide better instructional training. Please check traits applicable to student's performance.

Trait	Superior 100	Excellent 90	Average 80	Fair 70	Poor 60
1. Hygiene and Grooming					
2. Student Attitude Toward Profession					
3. Student Attitude Toward Company					
4. Student Attitude Toward Customer					
5. Public Relations					
6. Understands Directions					
7. Follow Directions					
8. Quality of Work					
9. Quantity of Work					
10. Consistency					
11. Willingness to Accept Difficult Tasks					
12. Level of Motivation					
13. Manipulative Skills					
14. Ability to work with others					
15. Housekeeping of Work Area					
16. Punctuality					
17. Use of Tools and Supplies					
18. Tact					

Please list any points that should be emphasized in training:

1. _____
2. _____
3. _____
4. _____

_____
(Employer's Signature)

APPENDIX F

Examples of Evaluations

INTERNSHIP EVALUATION FORM

Athens Area Vocational-Technical School — Business Education

Student's Name _____ Date _____

Employer _____ From _____ To _____

Your evaluation enables us to provide better instructional training for future students. Please circle one of the numbers to indicate your opinion of the student's performance. The rating scale is:

4 - Excellent
3 - Good
2 - Fair
1 - Poor

PERSONAL TRAITS

Responsibility	4 3 2 1
Grooming	4 3 2 1
Suitability of dress	4 3 2 1
Personal Hygiene	4 3 2 1
Conduct	4 3 2 1
Speech	4 3 2 1
Interest in work	4 3 2 1
Cooperation	4 3 2 1
Initiative	4 3 2 1
Ambition	4 3 2 1
Adaptability	4 3 2 1
Tact	4 3 2 1
Punctuality	4 3 2 1

ABILITY TO

Listen	4 3 2 1
Take criticism	4 3 2 1
Understand instructions	4 3 2 1
Attend to details	4 3 2 1
Solve problems	4 3 2 1
Retain confidential information	4 3 2 1

Times Absent _____

Times Tardy _____

General Rating of Student _____

Other comments:

SKILL PERFORMANCE

Typing	4 3 2 1
Shorthand	4 3 2 1
Transcription	4 3 2 1
Filing	4 3 2 1
Grammar	4 3 2 1
Mathematics	4 3 2 1
Spelling	4 3 2 1
Punctuation and Capitalization	4 3 2 1
Proofreading	4 3 2 1
Office Machines	4 3 2 1
Journalizing	4 3 2 1
Posting	4 3 2 1
Financial Statements	4 3 2 1
Automated Equipment	4 3 2 1

BUSINESS TECHNIQUES

Use of telephone	4 3 2 1
Use of sources of information	4 3 2 1
Office housekeeping	4 3 2 1
Meeting people	4 3 2 1
Use of supplies	4 3 2 1

PROFESSIONAL PARTICIPATION

Shows evidence of reading and studying in field	4 3 2 1
Participation in workshops/store meetings/ training sessions/in-service	4 3 2 1

INTERNSHIP FINAL EVALUATION

Auto Mechanics Department

(to be completed by student's immediate Supervisor)

Student's Name _____

Name and Address of your firm: _____

Phone: _____ _____

_____

Your Name and Position: _____

Please list the major duties of the student during his training with your organization.

_____

Student Characteristics--Using the same criteria you would use for a full-time employee of your firm, please rate the student-trainee on the following: (Scale--above average, average, poor)

Characteristic	Above average	Average	Poor
Attendance: Understands the importance of being on time.			
Attitude: Handles instruction, advice, criticism, etc. in a professional manner.			
Initiative: Sticks with the job until it is finished			
Imagination: Shows resourcefulness in solving problems which occur during performance of duties.			
Cooperation: Shows ability to get along with fellow workers, supervisors, and customers.			
Suspension Systems			
Brake Systems			
Fuel			
Electrical			
Air Conditioning			
Drive Train & Components			
Automatic Transmissions			

Characteristic	Above average	Average	Poor
Diesel components and Fuel system			
Cylinder head and components			
Engine rebuilding			

Are there other areas where this trainee needs improving?_____

_____

Are there other areas where this trainee excels?_____

Every effort is made to give the students a broad base in skill areas on which the student may build a career. Your help in keeping this base up-to-date, relevent, and meaningful to the trade is greatly needed. Please make comments below as to the students training in specific areas. Use the criteria as to whether this student has the minimum skills for the work areas he/she has been assigned to under your supervision.

Please use the back of this form for additional comments.

APPENDIX G

Example of Internship Program Evaluation Form

INTERNSHIP PROGRAM EVALUATION

NAME OF STUDENT: _____

PROGRAM: _____

DATE OF INTERNSHIP QUARTER: _____

EMPLOYER: _____

EMPLOYER'S ADDRESS: _____

JOB TITLE: _____

JOB DUTIES: _____

_____

INTERNSHIP EVALUATION

1. Was the equipment used in your training site comparable with what you have used in your school training?

_____ yes _____ no (If "no", explain below)

_____

_____

_____

2. Do you feel that you were adequately supervised by the employer's supervisory personnel while you were on your internship?

_____ yes _____ no (If "no", explain below)

_____

_____

_____

3. Were reference materials accesible to you either from the employer, the Internship Specialist, or other school personnel?

_____ yes _____ no (If "no", explain below)

_____

_____

_____

4. Were you satisfied with the training you received during your internship?

_____ yes _____ no (If "no", explain below)

_____

_____

_____

_____

5. Do you think that the training you received during your internship will help you in the future in your career field?

_____ yes _____ no (If "no", explain below)

_____

_____

_____

6. How would you rate the internship program in the following areas:

	Good	Fair	Poor
Familiarity with tools/equipment . . .			
Experiencing chosen career field . . .			
Time management			
Human relations with co-workers and supervisors			
Human relations with customers, clients, patients			
Handling difficult situations, problems, mistakes			

7. How could the Internship Program be improved?

_____

_____

_____

_____

_____

8. How could the program in which you trained at school be improved? (i.e. curriculum changes, instruction methods, equipment, etc.) Be specific.

_____

_____

_____

_____

_____

_____

_____

_____

9. Have you been offered a permanent position with the firm in which you did your internship?

_____ yes _____ no

10. Have you accepted employment with a firm?

_____ yes (If "yes", indicate firm's name and address) _____ no

_____

_____

_____

11. What are your future career plans?

_____

_____

_____

_____

_____

_____

_____

_____

FINAL REPORT
FOR
INTERNSHIP MANUAL

PROJECT TITLE:

WORK EXPERIENCE PROGRAM FOR

POST-SECONDARY STATE AND

AREA VOCATIONAL-TECHNICAL SCHOOLS

IN GEORGIA

THIS PROJECT FUNDED BY

THE STATE OF GEORGIA

THE DEPARTMENT OF EDUCATION

AND DEVELOPED AT

ATHENS AVEA VOCATIONAL-TECHNICAL SCHOOL

ATHENS, GEORGIA

90

Contract Number 98436

Table of Contents

FINAL REPORT

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GRANT INFORMATION

TITLE: Work Experience Program for Post Secondary State and Area Vocational-Technical Schools in Georgia.

SUBMITTED BY: Athens Area Vocational-Technical School
U. S. Highway 29, North
Athens, Georgia 30601

DURATION: May 1, 1980 - April 30, 1981

Purpose

To provide a program that will allow students enrolled in post-secondary state and area vocational-technical schools to have industrial and/or business experiences which would not be available in an educational environment, and in so doing would facilitate the transition from school to work.

Expected Contribution to the Student

The work experience program would extend training programs into actual work environments to provide the following:

--to allow students to identify their strenghts and weaknesses

--to direct students to develop a better understanding of their chosen occupational field

--to provide vocational guidance for job adjustment and success

--to require of students the kinds of experiences that will earn for them a claim to (appropriate) work experiences before applying for a permanent job

--to facilitate the adjustment of special needs students into the real work environment

Expected Contribution to the School

The work experience program will provide for communication between the school and business/industry and will include:

--feedback from industry in order to help evaluate existing program curriculum and other program dimensions

--positive relations with business and industry through repeated personal contact and through the dissemination of general school information

--opportunities for employers to observe potential employees

Objectives

1. Develop a model to achieve the stated purpose.
2. Develop an implementation guide.
3. Implement the model at Athens Area Vocational-Technical School.
4. Evaluate the model.
5. Serve as a demonstration site.
6. Provide inservice opportunities for other schools on an approval basis.

Product

Fifty copies of the final report to include the model and implementation guide will be provided to the State of Georgia.

Budget

Part-time secretarial	$1200
Consultant and Evaluators	1200
Travel	3500
Supplies and Material	300
Communications	300
Printing	750
TOTAL	$6250

Project Director:

Kenneth C. Easom, Associate Director of Instruction

Project Staff:

Nanci Bjorling, Work Experience Supervisor, Business Systems and Services Division

M. L. Newman, Jr., Work Experience Supervisor, Trade and Technical Division

---

1. Research -

   Search and locate existing Work Experience Programs.

2. Development -

   Develop a model

   Develop procedures to implement the model

3. Implementation -

   Field Test the model

4. Evaluation -

   Evaluate the model

5. Finalization -

   Recommendations

   Final implementation guide

   Present model to other interested parties

TIME LINE

May 1, 1980 to April 30, 1981

ABSTRACT

State

Check One:

[X] Approved Contract.....State Contract No.: 98436

[ ] In-House.....State Project No. :

Project Title: Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.

Principal Investigator and Organization: Mr. Ken Eason, Athens Area Vocational-Technical School

(Include City) U. S. Highway 29, North, Athens, Georgia 30601

Telephone No.: (404) 549-2360

Funding Period: April 8, 1980 (From) April 30, 1981 (To)

Source of P.L. 94-482 Funds:

X	Sec. 131: $ 6,250.00	Charged to Fiscal Year	1980
	Sec. 132: $	Charged to Fiscal Year	
	Sec. 133: $	Charged to Fiscal Year	
	Other: Source / Amount	Charged to Fiscal Year	

OBJECTIVES:

1. To develop a model work experience program for students in postsecondary area vocational-technical schools.
2. To evaluate and revise model
3. To implement the program in one institution

PROCEDURES: Following a state-of-the-art review, components of the system will be developed and implemented. Athens Tech will conduct the field test, revise and implement the model. Athens Tech will serve as the demonstration site and provide in-service opportunities for other schools desiring to study or implement the program.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

This project is expected to (1) allow students to identify their strengths and weaknesses, (2) provide vocational guidance for employment success; (3) facilitate adjustment for special needs students; (4) provide feedback from industry to help evaluate occupational programs; (5) provide positive relations with industry through contacts and dissemination of school information; (6) provide opportunities for employers to observe potential employees, and (7) provide a model for use in other institutions.

PRODUCT(S) TO BE DELIVERED:

1. A model postsecondary vocational-technical work experience program
2. Implementation guide

METHODOLOGY

Methodology

The Athens Area Vocational-Technical School sensed a need to provide a program allowing students enrolled in post-secondary state and area vocational-technical schools to have industrial and/or business experience which would not be available in a traditional educational environment. These experiences would facilitate the transition from school to work. Athens Tech applied to the State Department of Education for a grant to develop such a program.

The Material Searches

The project staff already had information on co-op, work experience and on-the-job training for high schools, community colleges and four-year collegiate institutions. The staff decided to try to extract material on post-secondary vocational-technical schools who had similar programs. Shortly afterwards, the project staff requested the Research Coordinating Unit Coordinator of the State Department of Education to run a search through the Southeast Curriculum Coordinating Network. One of the publications received in this search, titled Cooperative Education in Community Colleges in Arizona, contained a glossary. One of the terms in this glossary was "Internship" and the definition came close to describing a program the project staff envisioned.

In January, 1981, the project staff ran an ERIC search to ascertain that all available written materials had been reviewed. The search was unproductive as all material reviewed was co-op and work-experience programs in high schools, community colleges, and four-year collegiate institutions. No material was found in either search concerning work experience programs in post-secondary vocational-technical schools.

The On-Site Visits

At this point, the staff decided to write to the State Department of Education in several states requesting information on Cooperative and/or Internship programs. In response to these letters the staff decided to visit three community colleges in North Carolina (Pitt, Lenoir, and Wayne Community) and one in Florida (Manatee Junior College).

From information gathered during these visits it was determined the capstone approach (where the students received all or most of their training before the internship) was the best strategy for our situation. Examples of forms, brochures, and record-keeping aids were received to help organize the implementation of this model. An exchange of ideas, procedures, problems and solutions was extremely helpful to the project staff.

A consultant, Paul R. Cultrera, Director of Cooperative Education, was secured from a visit to Manatee Junior College. In early April, 1981, he visited the Athens Tech campus to review the manual and offer suggestions as to content and format changes.

Consultants Recommendations

A number of possibilities and suggestions were discussed during the consultant's visit. Most of them have been adopted for the internship porgram. Those recommendations that were adopted are listed below. (A complete list of recommendations can be found in this final report under the consultant's "Evaluation of Work Experience Program".)

1. The Internship Specialists will be responsible for interviewing and resume-writing seminars. All students preparing to participate in the internship program will be required to attend.

2. A more organized evaluation method has been developed for acquiring student feedback concerning the internship program. A form has been devised which will provide valuable information for program evaluation and statistical record-keeping.

3. The Internship Specialists have organized their statistical reporting methods. These statistics will be kept for review by the administration, advisory boards, evaluation teams and interested groups during presentations.

4. Printed material, in the form of a brochure, is currently being developed for distribution to students, schools, and community businesses and organizations.

5. A description of the internship program has been included in the school catalog. Also, all departments participating in internships include a description on their curriculum information sheets. These curriculum sheets contain specific course descriptions and are on display in the admissions and main offices.

6. A newspaper announcement is planned in the near future for the purpose of increasing public relations efforts. An awareness of the need for public exposure will result in additional attempts to familiarize the community with the internship program.

7. Each department in both the Business Systems and Services and Trade and Technical Divisions has an advisory board. The internship program does not have a separate advisory board, but the Internship Specialists are working closely with the individual departments' boards. A number of advisory board members have participated in the internship program and are able to offer valuable suggestions concerning all areas of each department's total curriculum.

The project staff has analyzed and carefully considered all recommendations that were received while visiting other programs and during the consultant's on-campus evaluation. Many suggestions have been adopted and acted upon to improve the quality and efficiency of the internship program. Other suggestions may be acted upon at a later date, depending upon various factors which influence the program. Some of these influencing factors will include: the expansion of participating departments, changes in personnel, administration, physical space, employment and economic trends, state and federal legislation.

CONSULTANT'S REPORT

COOPERATIVE EDUCATION DEPARTMENT
Manatee Junior College P.O. Box 1849 Bradenton, Florida 33508
(813) 755-1511, Ext 331

April 16, 1981

Mr. Kenneth C. Easom
Associate Director of Instruction
Athens Area Vocational
Technical School
U.S. Highway 29 North
Athens, Georgia 30610

Dear Mr. Easom;

Enclosed is the original and three copies of my evaluation report conducted on April 1st and 2nd, 1980.

I must say, that I was impressed with the solid foundation of your internship program. The management system that governs its operation is a true indication of the quality and expertise of the coordinators, Jack Newman and Nanci Bjorling, and your direction.

I felt the major areas that govern the success of a program were not only established but were functioning effectively.

The recommendations in this report were made in the essence of direction to an existing quality operation.

Thank you for an enlightened experience and, of course, your fine hospitality.

Sincerely,

Paul R. Cultrera
Director
Cooperative Education
Manatee Junior College

PRC/cr

EVALUATION OF

WORK EXPERIENCE PROGRAM

ATHENS AREA VOCATIONAL - TECHNICAL SCHOOL

ATHENS, GEORGIA

BY

PAUL R. CULTRERA

16106

PURPOSE OF EVALUATION:

The purpose of this evaluation is to review this program's goals, objectives and expected outcomes and to make recommendations that would help the program's continuation and success.

A. GENERAL OBSERVATIONS

This consultant spent two days reviewing the program's procedures and talking to the staff and faculty of this program and the school. It is obvious that the program's goals have been met. The capabilities of the program coordinators, Mr. M.L. Newman Jr., and Mrs. Nanci Bjorling, in conjunction with the strong support and direction from the Associate Director for Instruction, Mr. Kenneth C. Easom and Director, Robert G. Shelmutt, has lead the program to notable success.

B. COMMITMENT AND SUPPORT:

The one basic ingredient of a successful internship program is the commitment and support of the administration, faculty, and employers. A large portion of this evaluation time was spent on reviewing these areas in determining the stability of the program. This program was originally

initiated by adminstration and was operating in a limited fashion for two years prior to receiving funding. With limited financial aid and as a direct result of it, this program expanded and now exists in all disciplines at this school. Health related disciplines already had a similar internship built into their curriculum.

Strong faculty and employer support was also evident. This was also apparent from the success rate of student placements in each program and the numbers of employers requesting further student interns. Communications appeared open to students and employers alike; however, to insure continuance of this communication it is this evaluator's opinion that more written material on the program be made available to both students and employers (see recommendations).

C. POLICIES AND PROCEDURES:

Program policies and procedures have been clearly stated in the "Teachers Handbook", "Student Workbook", and reviewed with each student during program orientation. It was understood that specific detailed program information will be included in the further issues of the school's catalog (see recommendations).

D. CURRICULUM AND COURSE CALENDER REVISIONS:

Internship in each discipline is mandatory for a diploma at this school. This change was made by the administration and is successfully operative at this time. Necessary curriculum and academic calender revisions to accommodate internships is an essential element for successful, effective, program continuance.

E. PROGRAM MANAGEMENT:

The internship program is under the direct guidance and daily operation of two capable coordinators. At the present time each coordinator handles approximately one-half of the program under his/her speciality and technical expertise. Each coordinator answers to a separate supervisor and is housed in offices remote from each other in separate buildings. Proper management systems have been developed. These include policy statements, standard operating procedures, student agreements, insurance statements, internship site selection and evaluation, student tracking systems, evaluation forms and grading criteria. In an effort for proper evaluation, a program "Flow Chart" was developed and left with each coordinator. It is this evaluator's opinion, for better internal communications, good management practices recommend consolidating both coordinators in one centrally located office and

making them a separate staff function answering to the Associate Director for Instruction. This would serve for better lateral and vertical communications, be efficient, cost effective in manpower utilization, reduce redundancy and improve coordination in student tracking operations (see recommendations).

F. COMMUNICATIONS AND PUBLIC RELATIONS

The staff is to be commended for the rapid progress and solid growth made during the first year of operation. In keeping with this growth pattern, it will be necessary for more printed material in the form of brochures, pamphlets and the like to be distributed to employers either in person or in mass mail outs to insure public recognition in preparation to securing the best employer sites. Also, more public appearances in local media will help program recognition in this regard (see recommendations).

G. PROGRAM IMPACT

This program has grown in approximately one year from a rather small, decentralized, internship program in a few areas to a strong, viable and educationally sound program operating in all departments and is now mandatory for any diploma seeking student. A 9% decrease in attrition with a strong increase in retention is attributed to the impact of this program by the

management. Public Relations Department reported school enrollments have increased and the Job Placement Department indicated a dramatic increase in job placement of graduating seniors.

H. PROGRAM EVALUATION

This program has a standard on-going evaluation model. However, it is suggested that employer and student evaluation surveys of the internship program be conducted at the end of each internship period. This should be used for program evaluation and necessary improvements.

A formal follow-up survey of prior internship students should be instituted.

An "Advisory Board" is a useful tool in program guidance and evaluation for further direction (see recommendations).

I. EMPLOYMENT PREPARATION

Before a student is allowed to participate in an internship she/he must meet certain requirements such as hospital insurance coverage, agreements, etc. A resume is also required from each student. Instruction in resume writing is given to the students by both coordinators in a variety of ways.

It is suggested that instruction of resume writing be standardized (see recommendations).

J. RECOMMENDATIONS

1. Printed material in the form of brochures, pamphlets, etc, should be developed and used for program information, recruitment of students and employers and for general public information.

2. The internship program's policies, procedures requirements and descriptive information should appear in the school's catalog. Descriptive catalog course addendum sheets should also be published for the internship program.

3. It is recommended that both program coordinators be located in the same suite of offices.

4. The program should be a staff function answering to the Associate Director of Instruction.

5. It is recommended that public relations be increased to better inform the community of superior achievements that this school's internship program is making in preparing its graduates for the working world.

6. Program evaluation should be a standard function at the end of each internship by surveying students, employers and faculty for the purpose of program direction.

7. It is recommended that an advisory board be developed and instituted for program direction.

8. It is recommended that a follow-up survey to prior internship graduates be instituted for the purpose of program direction.

9. It is recommended that the resume instruction be standardized in its presentation to all students preparing for internship.

Respectfully submitted,

Paul R. Cultrera
Director
Cooperative Education
Manatee Junior College
Bradenton, Florida

READERS LETTERS

Georgia State University

university plaza
atlanta, georgia 30303

June 3, 1981

Mr. Jack Newman
Internship Specialist
Athens Area Voc-Tech School
U. S. Highway 29 North
Athens, GA 30601

Dear Jack:

Thank you for providing me the opportunity to read your internship guide. I am impressed with the quality of the guide and with its potential benefits to students, schools, and to business and industry. You are to be commended for your good work!

Pursuant to your request I have noted a few editorial changes and would suggest that, if possible, you recommend a suggested "student load" for the Internship Specialist. However, I found no major problem with the guide and recommend that you publish it as soon as possible. I would like to have a copy.

Again, congratulations on a job well done.

Sincerely,

Harmon R. Fowler

Harmon R. Fowler
Chairman
Department of Vocational
and Career Development

HRF/jlb

cc: Mr. Robert Shellnut, Director

Enclosure

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THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
VOCATIONAL EDUCATION MATERIALS CENTER
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ATHENS, GEORGIA 30602

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June 12, 1981

Mr. Ken Easom
Athens Vocational
Technical School
U. S. 29 North
Athens, GA 30601

Dear Ken:

I have just had the opportunity to carefully review the "Implementation Guide for an Internship Program." For a long time now, we have talked about internship programs eminating from the area vo-tech school curriculum, finally someone has done something about it. This is a much needed plan. I am also pleased with the quality of the work. The content of the guide indicates that the project staff took extra care in the documentation of the various project activities, problems and other assorted events. Such information will make it much easier for schools choosing to adopt/or adapt the process to avoid many potential pitfalls.

As you are well aware, there was a wealth of valuable information in the career education movement regarding extra school and community based experience. There has always been concern at all levels that programs designed for post secondary and adults failed to take full advantage of these resources. The Athens Tech project has and in an exemplary fashion. I would think you might wish to share your findings with the U. S. Department of Education, Office of Career Education.

You and the project staff have an excellent internship program plan. I think it will do all of the things your report says it does plus giving your students access to the special tools of specific industries that Athens Tech can not afford to buy at any given time.

Keep up the good work and thank you for sharing these ideas with me.

Sincerely,

Paul Scott, Ph.D.
Associate Professor

PS:jrd

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

OBJECTIVES

OBJECTIVES

The internship program at Athens Tech was developed to address needs that had been identified. When applying for a grant to help develop a model, the project staff stated the following objectives to be met.

1. Develop a model to achieve the stated purpose.
2. Develop an implementation guide
3. Implement the model at Athens Vocational-Technical School
4. Evaluate the model
5. Serve as a demonstration site
6. Provide inservice opportunities for others schools on an approval basis.

The project staff feels these objectives have been accomplished. The model which has been developed is a succesful on-going program at Athens Tech. The number of students employed in the training site (shown on the following chart) indicate the success of the program.

A manual was written during the development of the model. Both the manual and the model program have been evaluated by in-house evaluators and on outside consultant (see Consultant's Report. Suggestions were carefully reviewed and changes have been implemented to improve the effienciency and quality of the internship program. (See Summary & Conclusions in manual)

The school and project staff are available to serve as a demonstration site and to provide inservice opportunities for other schools. The project staff welcomes the opportunity to present their model to interested groups.

Program	Total Students	Employed by Training Site	Employed in Field by Other Firm	Employed Unrelated Field	Continuing Education	Unemployed	Status Unknown
Auto Mechanics	31	3	3		*22	1	2
Auto Body/ Fender Repair	11	4	2		*4		2
Drafting and Design	13	13					
Electrical Technology	12	8	1	1	1	1	
Electro-Mechanical							
Heating & Air Conditioning	5	3	1				1
Welding	4	4					
Electronics	1	1					
Data Processing/ Accounting Programming	9	3	2	1	1	1	1
Data Processing/ Accounting Computer Operations	18	10	3	2	1	2	
Data Processing/ Accounting Clerical Accounting	13	10	2			1	
Data Processing/ Accounting EDP Accounting	2	2					
Business Education Clerical	14	10	2				2
Business Education Secretarial	20	15	3			1	1
Business Education Legal Secretarial	8	5				1	2
Marketing	22	19	2			1	
Food Service	2	1				1	
Child Development	13	7	1			3	2

*Return to Athens Tech for specialization course. At the time of this writing, twelve have commitments from the training site to return as permanent employees.

**Five are employed in family businesses.